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The Hamilton College Spectator

Clinton, New York 13323

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During the month of January, *The Spectator* abandons its regular weekly format in favor of the Winter Magazine. The feature length articles presented in this issue are lengthier and, for the most part, less news-oriented than those in our weekly editions.

Although the Magazine is not available until February due to a longer printing period, the delay allows us to offer you one of the longest Magazine's *The Spectator* has ever printed as well as better quality graphics and composition. We believe these advantages are worth the delay.

Weekly publication resumes in February, as David Davis takes over the editorship from Kristin Lindfors.

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In an effort to find a viable replacement for the comic strip 'Doonesbury,' *The Spectator* took an informal survey of student opinion. 'Bloom County' was the overwhelming choice, and we have contracted the comic strip for the spring term. As promised, samples of the new strip are introduced throughout this issue of the Winter Magazine.

Drafting a new financial aid policy

by Caroline Nieuwenhuis

A federal regulation which requires men between the ages of 16 and 22 to register for the military draft before they can receive Title IV assistance was recently enacted by Congress. Title IV assistance refers to federal financial aid from taxpayer funds for academic education. This law was enacted as an amendment to the Military Selective Service Act on September 8, 1982 and the measures become effective on July 1, 1983. This regulation will affect Guaranteed Student Loans *plus* auxiliary loans, National Direct Student Loans, Pell Grants, Supplemental Grants, work-study programs and other grants.

Tentative regulations were published on December 31 to establish the method of registration verification. The regulation was scheduled to be published in the Federal Register the last week of January and undoubtedly criticism can be expected.

To begin with, the administration of the regulation will be difficult. There will be delays in the delivery of financial aid. Also, the fact that gender identification on most financial aid forms is optional will make it difficult to determine whether an aid recipient must register.

Besides the administrative difficulties, the regulation may also be challenged on constitutional grounds. Withholding aid from men who have not been convicted of a crime is against the due process clauses of the U.S. Constitution. The regulation also discriminates on the basis of sex and race, thereby it violates civil rights requirements. Another aspect of the amendment that may be tested, even if the present court case concerning the constitutionality of registration itself is honored, is that non-registrants are able to secure other government subsidized funds — food stamps, FHA government loan subsidies, social security benefits, etc.

In addition to the technical and legal problems, the question of morality arises relative to the financial aid amendment. Most colleges and universities have historically been known to resist movements such as this where the government is clearly intervening with civil liberties. In this case, although it is a federal regulation, student aid officers will bear the responsibility of enforcing the law. Therefore, a public relations problem will definitely arise.

Director of Student Aid Kenneth Kogut reflects the view that "the new legislation, once it goes into effect, will leave Hamilton little choice but to comply." He adds that "although there has been no policy formed as of yet, the college should be expected to act in any number of two ways to help monitor compliance. . . That is," according to Kogut, "Hamilton would either have students initially sign a statement attesting to their registration or simply require a copy of the acknowledgement itself." Kogut's subjective opinion of the financial aid amendment is that "it is very discriminatory since it isolates such a small segment of the population from receiving financial aid."

"the new legislation, once it goes into effect, will leave Hamilton little choice but to comply."

Students on the Hill possess varied perspectives with regard to this issue. Connie Grant '85 insists that it is the best thing that could happen because, she says, there is a definite connection between serving one's country militarily and receiving aid from it. On the other hand, James Ferrara '85, a registrant but a conscientious objector to the draft, claims that the legislation is absurd. According to Ferrara, the financial aid amendment confuses something political with something that has no political relevance.

Other schools have made no public commitments as to whether they will attempt to replace the loss of federal funds to needy non-registrants. An article in the Tufts' *Observer*, however, does claim that "some schools have publicly refused to cooperate with the Selective Service Act in its attempt to deny aid to non-registrants."

Yale University, the only institution to yet establish a public policy regarding the amendment, announced in November 1982 that it would provide non-draft registrants with non-federal funds. In its news release, however, Yale warned that such non-federal fundings would be more expensive to the student, estimating that added costs could amount to $3000 to $4000 over a four-year period. "The increased cost reflects the fact that students who do not register for the draft will lose the value of the federal subsidy on their loans," explained the news release.

In the next few months preceding the new regulation's implementation, the controversy regarding its implications in both the legal and moral realms should intensify. Not only does it commandeer the attention of those young males directly affected by it, but it also touches upon the lives of most Americans. There are currently cases both awaiting hearing and the decision of the Supreme Court on different aspects of this legislation, as well as its related concerns. The consequence of all this "waiting period" controversy is unpredictable; however, it will at least be an indication of the newly emerging relationship between academic education and the federal government.

The person-person just delivered the mail

or

In search of non-exclusive language

by Teresa Noelle Roberts

Since the feminist movement became a visible force in the 1960s, Americans have found themselves thinking about things which they had never questioned before. Femininsts have not only shown us the inequity of many of our legal and social codes, but have brought into question the very structure of the English language.

It is argued that conventions such as using the word *man* to designate the human species collectively, using *he* as a generic pronoun to refer to a hypothetical person, and ending job descriptions with *-man* seem to exclude women from being fully part of the an English-speaking culture. Reading books entitled *The Ascent of Man* and *The Pilgrim Fathers*, many argue, gives the students the impression that civilization is a product solely of males; this impression, of course, is frequently backed up by the content of typical history texts which show women only in secondary roles or as occasional queens or saints.

While the main goal would seem to be to change the sexually-biased attitudes which are reflected in those history textbooks, some people theorize that it may be necessary to change the language itself, if language, as many psychological studies seem to indicate, shapes one's perception of reality. From the now ubiquitous *s/he* to more unfamiliar circumlocutions such as *wimmin* for *women*, non-sexist language has invaded even Hamilton's academic halls. As with all attempts at reform, however, some support language reform with reservations and some are frankly unsympathetic.

One professor who believes there is good reason to change established speech patterns is Royal Gruenich, assistant professor of psychology, who rather bewildered a few of his students on the first day of class by using *she,* rather than *he*, as a generic pronoun. Grueneich explains that he began to think about pronoun usage about five years ago when women's issues began to affect "the Establishment." He began by trying to alternate male and female pronouns, but found it confusing while he was teaching; using "female" pronouns in a context in which the meaning is clearly generic points out the neuter meaning of the generic *he*. "Pronoun use is awkward," Grueneich explains, "but I think it's important not to use *he* all the time." As proof, he cites a study (*American Psychologist,* May 1980) in which students read passages in which all the nouns could refer to either gender-teacher, student, or reader, for example. After reading one set of passages, in which a made-up pronoun was used, only 15% of the students believed the people referred to in the passage were exclusively male; 50% of the students who read passages using conventional generic pronouns ("the student . . . he)" believed the people in the passage were male. Since the intention of the author was to describe hypothetical persons of either sex, the so-called generic *he* failed to convey the author's meaning.

Grueneich does not correct his students' pronoun usage, although some professors do. Non-sexist usage may, in fact, be included in the style manual which a group of professors is currently preparing; already *The Handbook of Non-Sexist Writing* by Casey Millet and Kate Swift is on reserve at the library for English 110. Many students, however, feel that using non-sexist language has more to do with personal politics than writing style. Laura Pearle '84 says, "I think it should be left up to the writer's discretion. To me it sounds smoother to use *he* or *mankind* because they're the conventional forms. It makes me angry when a professor corrects me for not using *he/she*." She adds that playing with the language seems to trivialize major feminist

"the majority of people at Hamilton are . . . willing to recognize that English has a certain inherent sexual bias."

issues such as employment discrimination and abortion rights — an objection that several other students raised as well.

Many of the students interviewed, however, did say they agree with at least some of the points feminists were making. Several male students commented that they are not bothered by so-called sexist language, but could understand how women found it offensive. Sophomore Gregg Kreider adds, "It didn't used to bother me, but now it does — probably because of my feminist friends." Another agrees that usage should be changed, but it may take several generations and would probably occur spontaeously as a result of greater equality between the sexes. Several students pointed out words or phrases that they found particularly sexist. For example, a junior woman says that she is offended by people who called grown women "girls," giving as an example a professor who compared the way "men and girls" took notes, in a way that was in itself stereotyping. David Ehrenpreis '85 states that "words about sex are sexist," listing various slang terms that imply male activity and female passivity. In a similar vein, Alexandra Michael '86 says, "I tend to correct people who say sexually derogatory things, especially if they're aimed at women. The other day, I heard someone calling a woman a "stupid slut" because she was in his way; that's not only offensive, it doesn't even make sense!"

Most of the students interviewed, however, feel certain proposed changes go too far. Several object to the awkwardness of *she/he* instead of *he* or flinch at using *they* with a singular subject. (Michael explains that, as the child of two college professors, she was raised to think of bad grammar as one of the deadly sins.) Others dislike words like spokeswoman and chairwoman, or the infamous personhole-cover.

The Handbook of Non-Sexist Writing offers some interesting facts for the student who jokingly predicted rewriting all literature using non-sexist language. Until 18th century grammarians decided to make English a neatly standardized tongue, *they* was frequently used as a singular pronoun for a person of unknown sex; even Shakespeare used it in that way. *Spokeswoman,* a word which *New York Times* writers could not use as late as 1980, was used in England in the mid-17th century. Those who would fight non-sexist language on grounds of traditional usage may find this argument more difficult to prove than they would think.

The objection that other feminist issues are more important than pronoun choice is a bit harder to fight, despite the evidence of various psychological studies. Jeffrey Eaton, assistant professor of religion, chaplain and feminist, offers and interesting rebuttal to those who say "Why bother?" While he agrees that the issue of exclusive language (a term which he prefers to 'sexist') is only "one front" of the struggle for sexual equality, he feels that language does indeed shape consciousness and must be used with care. In his own classes, he not only encourages the students to use non-sexist language in discussions and written work, but does not allow students to assign a gender to God. Eaton explains that, if pressed, most people will say they feel God is androgynous, but they persist in describing God in traditional male terms. Because religious beliefs affect the believer very profoundly, correcting male-biased language is especially important in religion. Why? Eaton quotes feminist philosopher Mary Daly: "If God is male, then the male is God." By extension, if language tends to exclude women, society will tend to as well.

There are no clear solutions as to the puzzle of sexist language. Many people have yet to be convinced of the need to change English to keep up with the changing perceptions of women's role in society. Many people who believe changes are necessary are not sure how to go about making them. *S/he* really is awkward to write and even more awkward to say, and *personhole cover* really does sound a bit ridiculous. (*The Handbook of Non-Sexist Writing* suggests *access hole-cover* — not graceful, but better.) Some students and professors at Hamilton would be glad to see guidelines for non-sexist usage, while others feel it should be a matter of choice. Two things are clear: the majority of people at Hamilton are, for the most part, willing to recognize that English has a certain inherent sexual bias, and most are willing to see *something* done about it. In the words of sophomore Jeff Roniger, however, what that something should be "will probably cause controversy for a long time between male/females and female/males."

Sexist	Non-Sexist
Pronouns	
The student. . . he	Use he or she, he/she, the, or an. *The pronouns can often be eliminated altogether.*
The student should plan his first two years with the help of his adviser.	The student should plan the first two years with the help of an adviser.
A student may design a major of his own.	The student may design a personal major.
A student preregisters when he completes	A student preregisters by completing. . .
A student should familiarize himself with. . .	A student should become familiar with. . .
It encourages the student to sense his wholeness. . .	It encourages the student to develop a sense of wholeness. . .
He may commute. . .	One may commute. . .
His view is expanded to encompass his art, his community, and his fellow man.	Their views are expanded to encompass their art, their community and their fellow humans.
Dealing with 'Man'	
UWGB has a focus for all of its activities — man in his environment.	UWGB has a focus for all of its activities — the environment. *Or:* men and women or humans in their environment.
Consideration is given to man as a factor. . .	Consideration is given to people as a factor. . .
Among the most pressing problems that face man. . .	Among the most pressing problems that face us. . .
Because man is a being of many environments, his education should not confine him to a limited view of himself.	Because men and women are being of many environments, our education should not confine us to a limited view of ourselves.
From the images on cave walls of paleolithic man. . .	From the paleolithic images on cave walls. . .
Where agriculture and metallurgy enter into man's new world. .	Where agriculture and metallurgy emerge. . .
Conceptions of nature, man, society, progress. . .	Conceptions of nature, humanity, society, progress. . .

Chart reprinted from an article titled *A No-Nonsense Approach to Non-Sexist Language* in 7/6/76 issue of *Currents,* magazine of Council for Advancement and Support of Education, with permission of author, Eleanor Crandall, Publications Director, UW-Green Bay. Copies for a composition aid to departments and their faculty members for compliance with federal law, Title IX (1972) by Publications Office, 25 Bascom Hall, UW-Madison.

Hamilton in the year 2000

by Christa Santangelo

The second millenium is almost upon us. The year 2000 will be the dawn of a new age. Will life be terrifyingly different than anyone could ever have imagined? Will technology invade our lives and leave us to endure a starkly impersonal and rigidly mechanized existence?

In seventeen years life at Hamilton may be drastically different. Fraternities may be defunct, forcing students to create alternate social centers. The curriculum requirements may be reinstated and the student body may be much more diverse. Each dorm may have its own computer system so that the computer-wise student can avoid a venture into the howling winter winds to find a buddy, and instead locate him at the touch of a button. Will these fictional speculations actually become reality? A few administrators, students and alumni offer their predictions.

John Slater '83 envisions a Hamilton without fraternities. "They are archaic and there's definitely a movement away from them." Academically, he hopes the courses will become more professionally oriented and more useful in job situations. "Being an economics major, I'd like to see the economics courses become a little less theoretical. Computer courses should become a requirement." Slater also feels that the arts will become an integral part of the students' lives. "Hopefully, we will have a new arts center in the near future. Intellectuals benefit from a creative atmosphere."

Peter Dowd '86 feels fraternities will be an important part of Hamilton's future. "They provide social meeting places. A lot of freshmen seem interested in frats this year, which will help to keep them alive." Dowd feels the admissions policy will become less stringent because fewer people will be able to afford the price. He also believes that computer science will become more important in Hamilton's future. "There is a definite need for more computer courses. Unfortunately," sighs Dowd "sports will never be a priority at Hamilton; consequently, varsity sports will never be A-1, since we do not actively recruit and will never sacrifice the student for the athlete."

Roz Hoffa, assistant dean of students, sees a more united Hamilton community in the future. She has a "dream about what will be happening in seven-

"Fraternities will be irrelevant to the social life here."

teen years. Fraternities will be irrelevant to the social life here. Hopefully, people will have a more varied social life, more intellectual. The parties should be organized around projects." Hoffa feels technology will play an important role in the future. "Everyone will probably have a computer in his or her room. Contact with other colleges will be made simpler by the use of computers." Hoffa foresees a "wonderful theatre" by the year 2000. She also hopes that more people will be involved in intramural sports. Hoffa dreams of a "truly co-educational and united Hamilton."

Ralph Drews '57 stressed that the tuition will help determine the shape of Hamilton's future. "If the tuition continues to rise," asserts Drews, "a lot fewer people will be able to afford to go to Hamilton. There will definitely be a greater number of students on aid by then." Drews did not envision the existence of fraternities by then because "the administration is against them." He forecasts a winning football team, yet adds that "Hamilton has always attracted the student, not the athlete. That won't change."

Martha Perkins '86 hopes that she would be able to determine her own social life. "Although I don't mind frats, they're obsolete and unfair." Martha also believes in the computer becoming an essential part of life on the Hill. "There will be more computer courses offered," Perkins projects. "Computers will be used for a lot more." Perkins, a vehement advocate of the arts, would like to see improved facilities for dance, drama and music in the future. "Hopefully, the arts will become more popular. Though there will be a greater interest and need for technology, the arts are essential and should be preserved."

David Miller, associate dean of students, expressed his hopes that, despite inevitable changes, Hamilton will always be a "small, isolated, self-focused liberal arts college." When asked if Hamilton may add certain vocational courses which would be more helpful in direct application to a job situation, Miller insisted that "Hamilton will stick to liberal arts. Because the population of 18-year-olds

"Though there will be a greater interest and need for technology, the arts are essential and should be preserved."

will be diminished by then, we must make clear why Hamilton is a special place." Miller expressed his hope that Hamilton will "continue to prepare students for a volatile future. People change careers. The best way to train people to deal with future is to teach them how to think, speak and analyze." Miller sees a more truly co-educational school by the year 2000, and hopes that the college will try to make the student technologically literate. "I am excited for the future." Miller adds. "We can't afford to be complacent. We must justify our values."

The Jane Jervis story

by Tom Griggs

This September, Hamilton students returned to the Hill to find a new dean of students, Jane L. Jervis. Who is Jane Jervis? In a lengthy, wide-ranging interview with the dean, *The Spectator* sought the answer to this question.

Jervis has had an interesting, diverse career. After receiving her A.B. degree as a Physical Sciences major from Radcliffe College in 1959, Jervis became a technical writer for industry, first at Raytheon and then at Texaco Experimental, Inc. She was employed at Texaco for four years, but was fired when she became pregnant.

She then lived in France for three years with her two children and her husband, a doctor. Her family returned to the United States and took up residence in New Haven, Connecticut. She worked at a variety of jobs, eventually becoming an editor with the Yale University Press. Because of her scientific background, she dealt primarily with books examining the history of science. By this time her children were in school and her husband was becoming more and more involved with his medical practice.

It was a combination of her interest in the history of science and the reduction in her responsibilities at home that prompted her to go back to school. She entered Yale graduate school, taking up studies in the History of Science, thirteen years after graduating from Radcliffe. While this long absence from the academic grind created problems, Jervis maintains that "not having the post-adolescent identity crisis of other graduate students made it easier." She earned her Ph.D. in 1978.

Her marriage had broken up by the time she had earned her degrees and Jervis began searching for a job in a sparse academic job market. She landed a position as an adjunct professor at RPI in Troy, being paid by the course and commuting from New Haven. Eventually, she accepted a position as a residential college dean at Yale. She served as one of twelve residential deans, each in charge of some 450 students. Her responsibilities included the teaching, housing, and academic and personal advising of her 450 students. She lived at the college and ate most of her meals in the cafeteria. Half of her interactions with students were on an informal basis.

"I'm favorably impressed with the quality of people."

After four years, Jervis again felt it was time for a change, for a variety of reasons. She liked Yale and had received a reappointment for three more years. But she was not in a policy-making position, only a position of interpreting and enforcing decisions which were often inflexible or obviously wrong. Jervis believes that she "must be learning things, growing and developing, and when you know what you're doing you should stop and do something else." Her job at Yale had become too easy and too comfortable.

Although she would be more separated from the students at Hamilton, Jervis felt that she would be better able to influence their lives "in a different way than on a one-to-one basis." While being interviewed for the job, she was told that there were "problems" that needed to be solved, but that the community was open to change. To combat these problems, Jervis brings a wealth of experience and personal ideas, specifically her work experience as a woman in various all-male institutions and a deeply held conviction that "traditional male institutions should be made responsive to women."

What exactly does a dean of students do? According to Jervis, she is "responsible for everything having to do with students outside the classroom." This includes academic advising, housing, student organizations and discipline. In addition, she has a hand in the food service, the Bristol Campus Center, the Health Center and the Career Center. While various professionals deal with these on a more concentrated basis, it is the dean's role to oversee all of them in a more general fashion. Meetings take up a good deal of time — meetings with parents, the Alumni Council and the Board of Trustees. She is responsible for interpreting to the trustees how some of their money is being spent.

Jervis must make decisions on the budgets of a number of operations such as the Health Center and the Chaplaincy. These include "decisions where money is best to be spent. What parts need to be beefed up, and at whose expense? The food service is an example of a difficult decision. Jervis asks, "How do we balance service against cost?" A survey taken earlier in the year was "not indicative of

outrage, yet 80 students want to get off the meal plan. Is that good or bad?" A number of factors have to be taken into consideration and the ramifications of a particular decision assessed.

Jervis is pleased with her job at Hamilton and is enjoying life on the Hill. She says, "I like it and I'm learning a lot. People are willing to consider change and I'm favorably impressed with the quality of people." There are a number of issues that Jervis feels must be confronted and she says, "I'm beginning to feel like I'm ready" to confront these issues.

One of the major problems is the judiciary system at Hamilton. Of particular concern to Jervis is the *Guide to the Policies and Procedures of Hamilton College.* In it there is "not a glimmer of an idea on how to behave or what would happen if you misbehaved." Clarification of these procedures is high on her list of priorities. The dean feels that we must look at the whole structure of the judicial system at Hamilton. Revision is necessary, and this "may take years." Among the changes she is considering is a consolidation of the Judiciary Board and the Honor Court, and the placement of faculty members on the Judiciary Board and students on the Appeals Board.

Jervis is also concerned with life in general on the Hill. She feels that there is "too big a distinction between academic and social life. It is the same person who does both things." Jervis hopes that the two will "interpenetrate" a little bit, but admits that she "is not sure how to go about it."

She is also disturbed by the homogeneity present on the Hill. "There are signs that there are some students on this campus who are intolerant of differences, the result of which is hooliganism." Jervis points not only to attacks on the Gay Alliance and the Women's Center, but to an intolerance by many of athletes at Hamilton, noting that it works both ways. She maintains that it is "human nature to be intolerant, but we don't have to put up with its expression." She is working toward a harassment procedure and hopes to promote not only diversity on campus but a tolerance of that diversity, believing that variety and eccentricity are healthy and necessary for an academic community.

"She maintains that it is 'human nature to be intolerant, but we don't have to put up with its expression.' "

Obviously a major issue facing the college is the presence of fraternities and Jervis asserts that "one of the most interesting parts of my job has been working with the social dynamics of fraternities. I knew there were problems but I tried to keep an open mind. I feel like I've begun to have a good working relationship with the fraternities, and that has not existed before." She feels that most of the community is comfortable with the fraternity system but men do not feel compelled to join. However, there are still areas where the presence of fraternities results in inequalities, especially to women, and this must be remedied.

This amiable relationship that Jervis alludes to has had its effect upon the affairs of Psi U and DKE. Jervis claims that Psi U was constructive towards their probation. She has met regularly with the Psi U officers, and confirms that they have made the necessary physical repairs to their house and have submitted a report on rushing procedures under the New York State alcohol law. She says,"They're not angels,but they have done very well under the terms of the probation."

DKE appears to have done equally well. In letters to the community and to *The Spectator*, Jervis has outlined the terms of the DKE probation. They have acquired a faculty adviser, anthropology professor Doug Raybeck. They may field intramural teams and may hold events where alcohol is not served. DKE must engage in good community works and must be the instigators in any disciplinary action against one of their members. Jervis has allowed them to include sophomores as "fellow travelers," but they are subject to the same conditions and "their behavior is linked to the survival of the DKE fraternity."

Jervis admits that they "are in a difficult place right now, partly brought on by themselves." She does, however, have sympathy for what they are trying to do. "They're doing a hell of a job. Considering where they started, the attitudes of an exceedingly intolerant community and their past history with the administration, it's a remarkable thing."

She sees the possibility of the decline of fraternities, not because of any action taken by the college, but because of an inability to maintain membership and to remain financially solvent. As dormitories become more interesting and exciting, fraternities will find it "harder and harder to keep their houses full."

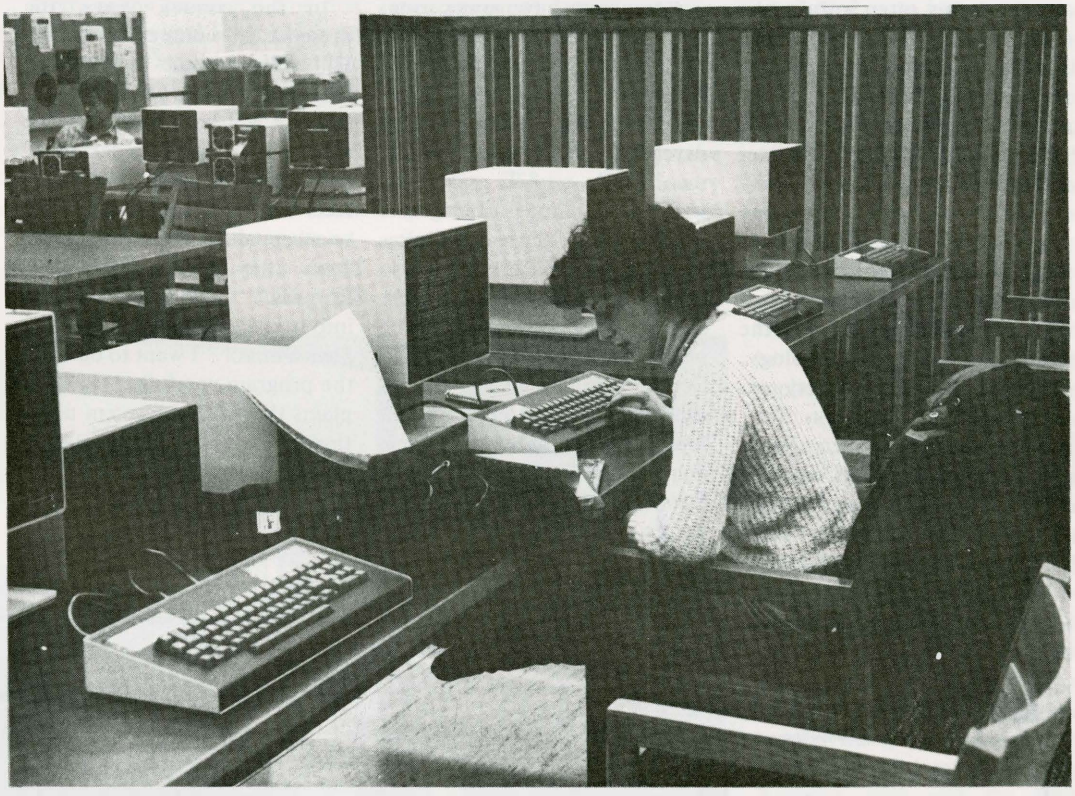
The picture of Jane Jervis is a varied, complex one. She is a woman of vast experience and one who possesses many ideas and deeply-held convictions. Sitting in the chair of the dean of students, it is certain that Jervis will have an impact on the course this college will take in the future.

BLOOM COUNTY **by Berke Breathed**

BLONDIE, WOULD YOU LIKE TO BUY YOUR TICKET OR SHOULD I BUY THEM BOTH? OH, I'LL BUY THEM.
LOBBY
11-15
BUT THEN FAR BE IT FOR ME TO BE INSENSITIVE TO THE WOMEN'S MOVEMENT. I'M ALL FOR LIBBERS. YOU BUY THE TICKET.
© 1982 Washington Post Co.
BUT AM I TAKING YOUR FEELINGS INTO ACCOUNT? MAYBE I SHOULD BUY YER TICKET. YEAH.
BUT THEN, OH BOY WOULD THAT MAKE THE LIBBERS START HOPPIN' AROUND LIKE MAD HENS...
TWO PLEASE.

Ham Tech: not as far off as you would think

by Eric T. Cooperstein



Imagine the following scenario: in the Root Art Center, a student uses a computer to practice recognizing musical notes by sight and sound. A short distance away, another student uses a computer in Johnson Hall to perform basic drills in a foreign language. Meanwhile, in the Computer Center, one student analyzes the results of the last national elections, as another creates three dimentional pictures on a terminal screen. And a psychology experiment is in progress in the Science Building in which the electrical impulses of a person's brain are being read by a computer.

A day in the not too distant future? No, but a day that will quickly recede into Hamilton's past as computer use on the Hill continues to expand and become taken for granted as an ordinary tool for educating students. Ten years ago, Hamilton's computer facilites consisted of no more than a few teletypes to the computer at Griffiss Air Force Base. In a world where a computer was recently named *Time*'s "Man of the Year," the school now has a wide range of facilities, including over 25 microcomputers in use around campus and access to Cornell University's IBM computer system.

The mainstay of the school's equipment is, of course, the Computer Center located in the Burke Library. According to the Director of the Center, David Smallen, Hamilton employs an "ideal" three-way approach to computing. The Cornell system is used in two ways — remote batch (data is punched onto cards and sent from Hamilton's own NCR Criterion computer over a phone line to Cornell, where it gets processed and sent back) and by direct access terminals, of which Hamilton has 16. The third leg of the triad is the extensive use of microcomputers.

Smallen explains, "Whenever we can we will use microcomputers," which enable special closed packages to be used, such as the synthesizer for teaching the introductory computer course, and which are faster than connection to big systems because only one person uses a machine at a time. However, a larger computer system is also needed to do larger jobs. For example, every major administrative process is performed on the NCR in conjunction with Cornell. Additionally, direct access to Cornell makes available not only large programs that can be used in statistical analysis and in creating situation models for use in the social sciences, but also a large number of people that Cornell has working specifically on computer programs and the

like.

Just to place all this in perspective, the connection to Cornell, including communications, costs $45,000 each year. Each TERAK microcomputer, the ones used in the computer center, costs about $5,000. An Apple computer costs approximately $2,500.

Apparently, some controversy exists as to what the role of computing should be at a liberal arts institution. Smallen wrote a chapter for a recently published book, *Campus Computing Strategies*, which outlines the computer setups and methods of ten academic institutions, of which Hamilton is the only small liberal arts college. Hamilton's unique combination of comptuer capabilities allows a great deal of flexibility. Smallen notes that, while other small schools often install their own central computer with perhaps terminals connecting to it and maybe a few microcomputers, Hamilton "has the best of both worlds." Each year over 400 students and 20 faculty members use the connection with Cornell, over 250 students use the microcomputers for computer science courses, and an additional 150 use the microcomputers for biology, psychology and chemistry experiments.

Moreover, computer use is not limited to the Computer Center. Human tutors have been replaced to some extent by the music computer, which enables students to practice recognizing chord progression and reading notes. Approximately 100 students will use the computer this spring, double the number that did this past fall, and the machine has already paid for itself by replacing the people that would have had to spend time tutoring students. Using the computer also enables the students to move at their own pace and on their own level. At a symposium on computer use on January 13, as part of the Co-Curricular Project on technology last month, music professor Sam Pellman demonstrated an instrument with no restricitons in range and pitch which he had "created" using the computer. Unfortunately, he has not yet figured out how to play it.

Computers have applications in other fields, such as psychology, economics, and English, and their uses were explained at the symposium. The psychology department has its own PDP — 8/E computer, which in addition to being able to read the electrical impulses from a person's brain, is also connected by phone to Cornell, so that statistical analysis can be performed. Professors Amy Gervasio and John O'Neill of the psychology and English departments, respectively, each demonstrated how the words in texts could be analyzed by computers, and economics professor Dan Richards showed how economic models could be studied using a computer. Furthermore, a microcomputer in the Audio-Visual department can be used to practice basic language drills in Spanish, French, and Russian.

"In the coming years, the presence of computers on the Hill will continue to increase."

In the coming years, the presence of computers on the Hill will continue to increase. One of the areas where this expansion will be most noticeable will be in the math department. Chairperson Ann Ludington feels that a minor in computer science, although still several years away, is a goal to work towards. "I don't want to rush into it just to be able to say 'We have a minor.' I want to develop the program carefully." She explains that with the recent addition of Stuart Hirshfield, a specialist in computers, the department will be able to offer several 300-level computer courses, the first of which will be Data Structures, offered this spring. Additionally, the introductory computer course, which has been taught for only a few years and been changed many times, has now reached a point where the changes will be smaller and more directed. As in other departments, computers are also used as aids and tools in several other math courses.

As for the Computer Center, it, too, will continue to expand, although Smallen points out that it will "never quite be enough." The center itself is close to room capacity and, even though there has been talk of expanding the facility, Smallen states that in the long run there will probably be several small centers for computers scattered around campus for easier access. Smallen also notes that the equipment that is being purchased now, including the microcomputers, will not become obsolete for quite a long time to come. For instance, the TERAKs in the Computer Center have a wide number of uses in addition to what they are now being utilized for. This tendancy has only just begun to be explored.

If it seems that one day every student might have a computer in his or her room, then once again the present has caught up with the future: Stevens Institute in New Jersey requires that every student purchase their own microcomputer.

BLOOM COUNTY
by Berke Breathed
WHAT ARE YOU DOING HERE, OPUS?
I'M HERE FOR THE MOVIE MUSICAL!
THIS MUSICAL?
WELL I HEARD IT FEATURES "HEAVY METAL" MUSIC.
IT DOES. THIS IS PINK FLOYD'S "THE WALL."
UH OH.
DO YOU KNOW WHAT "HEAVY METAL" MEANS?
A LARGE TUBA SECTION?
11-16
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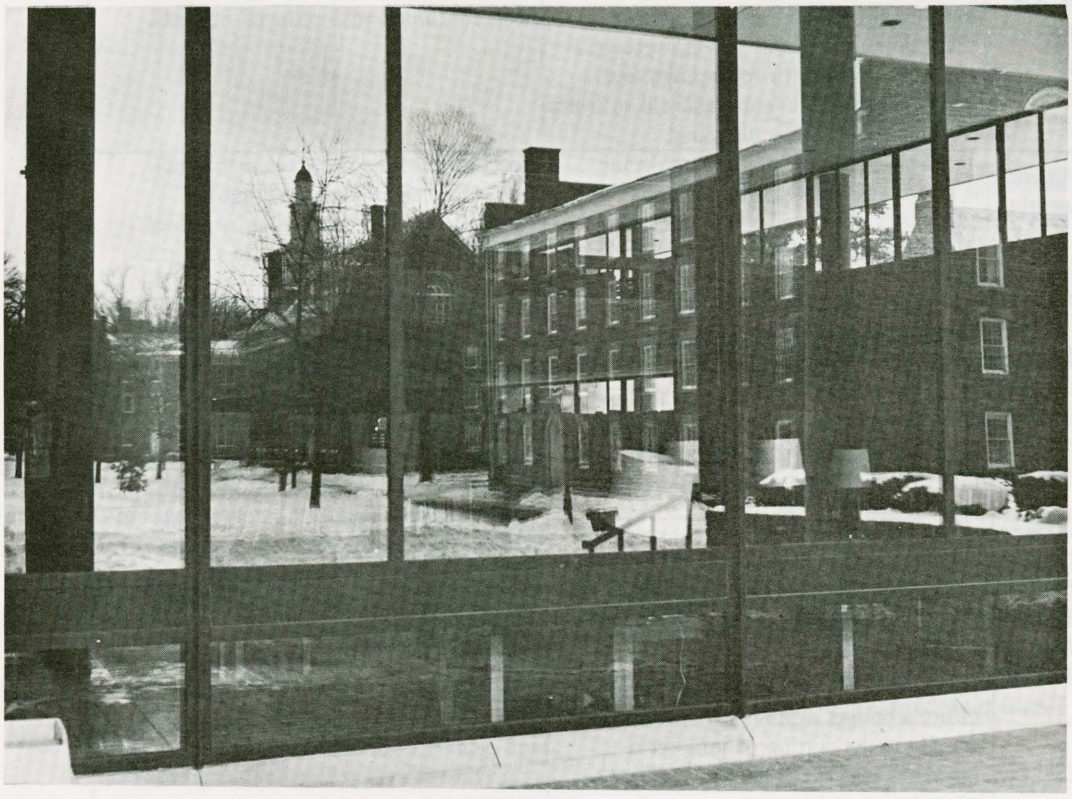
DKE's progress: an open letter

The following is an open letter to the Hamilton community from Dean of Students Jane L. Jervis concerning the current status of the DKE fraternity.

In a letter to the community dated October 14, 1982, Fritz Minges and I announced an agreement between the Dean of Students and the DKE fraternity, outlining the terms of their probation. One of those terms was that specific review meetings would occur involving myself, DKE trustees, and officers of the fraternity. The first of those reviews took place on Saturday, December 11th. The purpose of this letter is to report on the progress of the probation.

An important part of the probationary agreement was that DKE should obtain a faculty advisor with whom they could work closely, both during the probationary period and after. I am delighted to announce that Doug Raybeck has agreed to fill that position and has been working with DKE since early November.

Under the terms of its probation last year, DKE was not permitted to pledge new members. As was perhaps inevitable, however, the pledged members of DKE formed friendships with freshmen through their involvement in athletics and in dormitory life, and they wanted very much to be able to extend both the benefits and the controls of this year's probationary agreement to this group of current sophomores. The pros and cons of this extension were discussed in detail and it was determined finally that the potential benefits to the Hamilton community outweighed the potential harm. Accordingly, a group of 19 sophomores and one junior have signed a contract, associating themselves with DKE and placing themselves under the discipline of the probationary agreement. These people are not pledged members of DKE; they have, however, voluntarily affiliated themselves with DKE in anticipation of eventually becoming members.



The central feature of the probationary agreement was that DKE would undertake to supervise the behavior of its members, that the group would report infractions to me and would cooperate with me in prosecuting violators of College regulations and would impose disciplinary sanctions of its own. In the first test of the disciplinary portion of the agreement, two sophomore affiliates were involved in an incident at an IDC party which resulted in Judiciary Board action. During the course of the weekend two DKE officers went to the plaintiff and apologized to her on behalf of the organization for the actions of individuals associated with the house. Before any charges had been filed, and before a report of the incident had reached my office, the President of DKE brought these two students to my office to give full accounting of the incident. Following their conviction and the assignment of a penalty by the J-Board, the officers and the members of DKE have determined a further penalty to be imposed by their fraternity: These two people will be removed from the list of sophomore participants. They will not be permitted to take part in any DKE activities during the remainder of the probationary period. If at the end of this time they still wish to become affiliated with DKE, their application to join will be considered in the light of their behavior in the interim. Their admission at that time will not be assured. This additional penalty has been negotiated in cooperation with me, with Doug Raybeck, and with the DKE trustees.

I should like to take this opportunity to state publicly my personal satisfaction with the progress of the probation to date. Fritz Minges and the other officers of DKE are to be commended for the constructive leadership they have shown during this period.

Jane L. Jervis
Dean of Students

The Reagan Administration at Mid-Term: Its Record on Higher-Education Issues

The Issues	What the Administration Tried to Do	What Has Happened Thus Far
Guaranteed Student Loans	To curb growth of federal spending for loans. To require all students to demonstrate financial need to qualify for a loan. To reduce federal interest subsidies.	Federal spending has almost doubled since 1980, although the number of loans is expected to drop by 22 per cent from fiscal 1981 to 1982. Students whose families earn more than $30,000 a year must demonstrate financial need to qualify for a loan. Interest subsidies have not been reduced.
Pell Grants	To cut the budget by more than 40 per cent. To reduce aid to middle-income students by denying grants to most students whose families earn more than $18,00 a year. To require that information on all grant applications be checked against income-tax forms.	Little change in the budget since 1980. Grants are available to students whose families earn up to about $26,000 a year. About half of all grant applications must be checked against tax forms.
Social Security Student Benefits	To bar college students from entering the program after August 1, 1981. To reduce gradually the payments to students already receiving benefits, and to eliminate the program by 1984.	College students are barred from entering the program after May 1, 1982. Payments to students already receiving benefits will be reduced gradually, and the program will be eliminated by 1985.
Other Student-Aid Programs	To eliminate Supplemental Education Opportunity Grants and State Student Incentive Grants. To provide no new funds for National Direct Student Loans, and to bar colleges with default rates over 25 per cent from receiving additional loan money.	The budget for supplemental grants and incentive grants has been cut by 4 per cent. New funds for direct loans have been cut by more than 35 per cent over the last two years. Colleges with default rates of over 25 per cent are barred from receiving additional loan money.
Miscellaneous College Aid Programs	To eliminate many small special-purpose grants to colleges, including aid for cooperative education, libraries, and campus programs serving veterans; graduate fellowships for women and minority-group students; and aid to states for higher-education planning.	Grants for state planning have been eliminated. Most other programs have been continued with reduced budgets.
Department of Education	To abolish the department, replacing it with a foundation with reduced regulatory powers. To transfer many education programs to other federal agencies.	No change in the department's structure. Legislation incorporating the Administration's foundation proposal has not yet been submitted to Congress.
Black Colleges	To expand the participation of historically black colleges in federal grant programs. To increase aid to developing institutions under Title III of the Higher Education Act by 18 per cent from 1980 to 1982.	The share of federal aid to higher education spent at black colleges increased from 5.4 per cent of the total in fiscal 1981 to 5.7 per cent in 1982. The budget for grants to developing institutions has increased by 22 per cent since 1980, while the proportion of those grants going to black colleges increased from 19 per cent in academic 1981-82 to 30 per cent in 1982-83.
National Institute of Education	To reduce support for education research by 18 per cent from fiscal 1980 to 1982. To increase the proportion of the institute's budget available for competitive grants by cutting of long-term contracts with 17 education-research laboratories and centers.	The institute's budget has been cut by 28 per cent since 1980. The institute has been barred from ending support to research laboratories and centers until their current five-year contracts expire.

Social Science Research	To reduce sharply the federal government's spending for research in the social and behavioral sciences.	Congress made more moderate cuts than the President proposed in research and training financed by the Alcohol, Drug Abuse, and Mental Health Administration. After reducing money for research financed by the National Science Foundation in the social and behavioral sciences in fiscal 1982, Congress directed that funds for such studies be increased in fiscal 1983.
Science Education	To reduce support for science education from $80-million in fiscal 1981 to $15-million in fiscal 1983. The $15-million would be for graduate fellowships only.	Congress provided $30-million for graduate fellowships and other science-education programs for 1983.
Indirect Costs	To reduce by 10 per cent the amount paid to universities for the cost of administering reearch grants from the National Institutes of Health and the Alcohol, Drug Abuse, and Mental Health Administration.	At the direction of Congress, no cuts were made.
Arts and Humanities	To cut appropriations for the National Endowment for the Arts and the National Endowment for the Humanities by about 50 per cent.	Funds have been reduced by about 10 per cent since fiscal 1981 for the arts endowment and by about 14 per cent for the humanities endowment.
De-regulation	To reduce the number of federal regulations and the paper-work and costs that employers and educational institutions must assume to comply with them.	Executive order issued to federal agencies telling them that the benefits of new regulations must be greater than their potential costs, and giving the Office of Management and Budget authority to review all proposed and final rules. Review has begun of regulations on sex bias in intercollegiate athletics and of regulations on bias against the handicapped. The Justice Department is to propose regulations in mid-January to carry out its authority to coordinate federal agencies' enforcement of regulations on the handicapped. Universities are allowed more flexibility in documenting expenses charged to federal research grants and contracts.
Title IX	To establish a "less threatening" approach to investigating complaints and conducting reviews of colleges' compliance with the law, which bars sex bias in federally assisted educational programs.	The Education Department's Office for Civil Rights began a review of regulations applying Title IX to intercollegiate athletics. All the intercollegiate athletic programs investigated by the civil-rights office have been found in compliance with Title IX, even though some disparities were found in treatment of male and female athletes. The government's position on what the law covers is unclear in the wake of conflicting court rulings.
Desegregation	To establish a policy of "cooperation and nonconfrontation" in working out desegregation plans with states that have had segregated public colleges and universities.	The government accepted desegregation plans for Delaware, Kentucky, Missouri, North Carolina, and West Virginia. The NAACP Legal Defense Fund, charging that the plans are inadequate, has asked a federal court to force the government to follow strict guidelines.

Source: *Chronicle of Higher Education*, January 5, 1983, and the Independent Student Coalition.

The more things change. . .

by Todd Feitelson

The following are excerpts from Hamilton Life, *the Hamilton college student newspaper from the turn of the century until World War II.*

March 15, 1910. News Item:

"About eight o'clock last Thursday, practically the entire student-body assembled in Commons. After the refreshments were consumed, the College joined in singing old classics as 'She Wore it for Her Lover' and 'The Old Gray Cow.' Then the Glee Club was called upon and sang 'Little Tommy' and the '1910 Tutti-Frutti.' "

Who needs punk bands in McEwen?

October 21, 1899. Editorial:

"The reading room is a part of this college, and consequently has its own purpose. But the reading room will not accomplish its purpose as long as the fellows abuse its use as they are doing now. . . The reading room is not a place for studying aloud. If fellows wish to study together, let them adjourn to the room next door."

Quiet in the library? Don't hold your breath, boys.

January 24, 1911. News Item:

"The Senior Class was entertained by the Senior delegation of Delta Kappa Epsilon at their house last Thursday evening. The object was purely a social one, and it is expected that others will be held in the near future. Cards were played until a late hour when a fine supper was served. After the meal songs were sung, after which the gathering broke up with the 'Dekes' giving their yell for the class, and the class their yell for the 'Dekes.' "

My, how times change.

December 16, 1899. Editorial:

"In the last two years, the habit of 'swiping' sleds has grown in the village. Now, a sled is necessary to a college man. It is part of his equipment. If he is to be interfered with, with impunity, by the boys and men from town who take the sleds, ride on them, and sometimes, carry them off, he is very seriously inconvenienced, if that term be strong enough. We must adopt a remedy and, in all probability, it will have to be a harsh one."

Probably the way ARA is thinking as the trays begin to disappear.

October 28, 1899. Editorial:

"We humbly desire to call the attention of the professors to the fact that, during foot-ball season, the players cannot devote so much time to the preparation of their lessons as is necessary, without great loss of sleep and energy...We leave it to the magnanimity of the faculty to be a little lenient and less exacting in the case of foot-ball players, who are certainly doing a great deal to raise aloft the banner of our Alma Mater, and who deserve some consideration of a practical character."

Right. Moving right along...

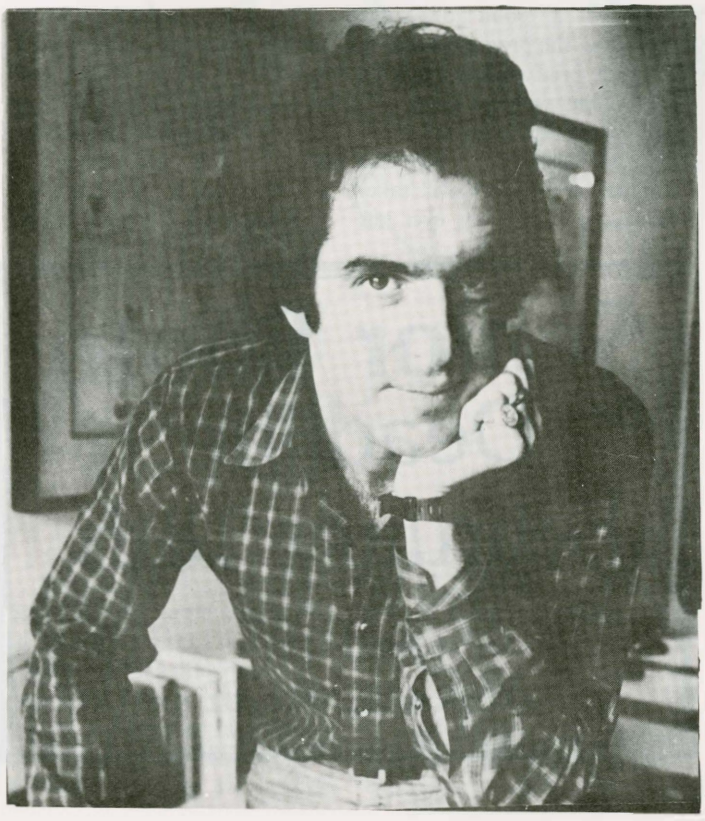
February 3, 1900 Editorial:

"There is a time-honored custom which we might call to the attention of the freshmen...Freshmen are to be seen and not heard. If you live up to this, seniors, juniors and sophomores will like you, and think that 'there is good stuff in that freshman.' On the contrary, if you have a good deal of what is called 'mouth,' you will be known as a fresh freshman, and this will stick to you throughout your college course. Can you not see examples of both of these extremes in your class? Note the effect and imitate the one which is the more successful."

Keep that in mind, '86.

Will Zonker ever graduate? The man behind the madness

The following interview is reprinted with the permission of Universal Press Syndicate and G.B. Trudeau. The original transcript appeared in The People's Doonesbury, *and is the only extensive interview ever given by Trudeau. According to the original publisher, "As rich in detail as the final transcript was, certain of the artist's references cried out for clarification or addenda, and, for this reason, his remarks have been periodically annotated."*



Q: Given all the opportunities you've had, why have you resisted fame these many years?

A: I'm not altogether sure. Perhaps because it requires getting out more than I'd like. If you're serious about it, nurturing a public image, unlike building a reputation, is not something you can do in the privacy of your own living room. It's not just that fame is corrupting; it's time-consuming. [For Trudeau, so is anonymity. He once hid in his bathroom for three hours to avoid a reporter from the *Baltimore Sun*.] You're always busy trying to live up to your latest version of yourself.

Q: Aren't we all?

A: Yes, but it's nice not to have to shave beforehand. Listen, some years ago I did a talk show in Boston. I was twenty-two and I'd been doing the strip for about six months. After a brief introduction, the hostess turned to me and asked what it was like to be rich, famous, and eligible. I hadn't the faintest idea what she was talking about. After staring at her in dumb panic for about five seconds, I finally just rolled my eyes. The hostess looked very pleased and cut to a commercial. I never did another television show. [Not entirely true. He did appear on "To Tell the Truth," where only one of the four panelists chose him over the two imposters. Trudeau walked away with $167 and a pair of jade cufflinks.]

Q: You must have been tempted, though. I read somewhere that you and Pope John Paul are the only two people ever to have turned down an interview with "60 Minutes."

A: Well, I don't think too much should be made of that. With the Pope, there was a scheduling conflict. They tried to book him on Easter, which is pretty arrogant if you think about it. In my case, I missed the message on my answering service. [Trudeau's answering service, VIP of New Haven, played a continuing role in the cartoonist's isolation from the outside world — at least it did until a crate of original strips belonging to Trudeau was removed from its office only to be recovered in a police raid on the Sunshine Girls Escort Service in Hamden, Connecticut. Sunshine's unlucky social director was subsequently convicted of first-degree larceny, partly on the strength of Trudeau's ability to recognize his own work in court.] Unless you've been defrauding widows out of their life savings, "60 Minutes" doesn't call twice.

Q: That sounds a shade ingenuous, but let's go on . . . You are reported to go to some lengths when you are preparing a sequence in the strip. How much research do you really do?

A: As little as I can possibly get away with. It is for this quality above all others, I think, that I am so admired by undergraduates; I know just enough to create the impression I know a lot. And, of course, being a cartoonist helps. If it

weren't for the hopelessly low expectations with which people turn to my section of the newspaper, I'm sure I would have been exposed years ago.

Q: You know, if you're going to continue being self-effacing, we might as well forget the whole thing. Frankly, it's not very interesting. Don't you feel good about yourself?

A: Of course I feel good about myself. You don't think I've got reason to? What's the Pulitzer Prize, chopped liver? [When Trudeau, in 1975, became the first comic-strip artist to win the Pulitzer Prize for Editorial Cartooning, the Editorial Cartoonists' Society proposed a resolution condemning the Pulitzer committee. Trudeau, once assured the award was irrevocable, supported the resolution.]

Q: Okay, okay. Tell us about the prize.

A: What's to tell . . .It's the classiest award in America. No dinner, no acceptance speeches, no TV show. They just call you up and say, "Good going, the check is in the mail." Everybody in my neighborhood was very proud of me. My grocer asked me what I was going to do with the two hundred thousand dollars. I think he thought I won the Pulitzer on a quiz show. [The award was actually in the amount of $2,000. Trudeau blew most of it on household bills and some unnecessary surgery.]

"Of course I feel good about myself. . . What's the Pulitzer Prize, chopped liver?"

Q: Speaking of easy money, why haven't you gotten into product licensing? The annual gross of the *Peanuts* empire is said to exceed the GNP of your average emerging nation.

A: Well, Sparky Schulz simply takes the position that the spin-offs make people happy. I have no problem with that position, but with the exception of the books, I prefer to keep my characters on the reservation. Perhaps it's because there's no logical connection between my characters and a lunch box . . . unless, of course, you find the logic of the profit motive irresistable.

Q: May we assume you'd loan your characters out for charity? [The interviewer's facetiousness was unwarranted. Trudeau had in fact once used several of his characters to promote a Connecticut Red Cross blood drive.]

A: You're missing the point. It's a matter of artistic pride. I think the case against merchandising was best made by the nine-year-old boy who once wrote to inquire why I wasn't selling any *Doonesbury* "by-products."

Q: You seem to be preoccupied with the idea of purity in your work.

A: Somebody has to be. If you have a good editor, as I had for ten years in Jim Andrews, you come to realize that the inner life of a comic strip is a very fragile ecosystem. [Andrews realized Trudeau's limitations. He once described the cartoonist as "a thoughtful, creative, and highly concerned young man who is out to make a fast buck."] It has its own rules, its own time frames, its own internal logic. That logic may be completely askew, but if you tinker with it, the chances are pretty good the whole thing will collapse.

Q: Could you elaborate?

A: Yes, but I'd rather not. I only put in that last bit for people who might be working on dissertations.

Q: That's very thoughtful, but . . .

"If you think this business is fun, you're right. . . "

A: Look, E.B. White once compared the analysis of humor to dissecting a frog; that is, it can be done, but the frog tends to die in the process.

Q: Where do you see satire going in the decade ahead?

A: You're asking me to predict a trend? You must be mad. I only do postmortems.

Q: All right, where has satire been? What about "Saturday Night Live"?

A: A magnificent missed opportunity. The reason why "SNL" ultimately doesn't matter is that the show never developed a point of view. Originally, the program produced some pretty good guerrilla theater, but with its success, it quickly evolved into a smug exercise in slash-and-burn humor — anarchy for its own sake. Nothing of value was ever left standing. This was a major failing, I think, because great satire has always had some sort of moral underpinnings — just ask Richard Pryor or Lily Tomlin.

Q: Or Garry Trudeau?

A: Yes, but don't look for conviction. I'm like Don Corleone. I've got a business to run.

Q: That's how you justify cuffing people for a living?

A: Absolutely. It's my job. I'm a form of social control. I make no apologies.

Q: Perhaps you should. One of the things that troubles some people about *Doonesbury* is that it's hard to know when you're reporting and when you're making things up. For instance, did Jerry Brown really solicit a political contribution from Sidney Korshak, the alleged organized-crime figure, as you charged in one series?

A: Yes. Actually, Brown doesn't deny this. [When asked by NBC reporter Brian Ross, who originally broke the story, why he had solicited a contribution from a man chronically under federal investigation, Brown replied, "Even Jane Fon-

Senior Photo
Deadline:
February 18th

send to
Yearbook, Box 82

da was once investigated by the FBI." Later, he described other charges made in the strip as "false and libelous," but declined to press the issue on the novel grounds that "the First Amendment allows libel by the press."]

outside of Brown's home state to share this concern were located in — you guessed it — Reno and Las Vegas.

Q: Do you know Brown personally?

A: Nope. I once met Linda,

view of Brown was "bigoted."] Perhaps if you got to know him, you'd feel differently about him.

A: Exactly. Which is as good an excuse as any to pass. One of the reasons why public figures

private assurances or endearments, the insider's "access." I'm interested in what the outsider sees — the public face the politician *chooses* to project, *chooses* to be judged on. Nothing could be fairer. He's

© 1976 by G.B. Trudeau

But most California papers killed the strips on the grounds that I had trampled the rights of a man the FBI had called one of the most influential mobsters in the country. Whimsically enough, the only two papers

which, of course, I recognize as being the same thing.

Q: Some of Brown's admirers charge you've been uncommonly tough on him. [Tom Hayden, among other disinterested observers, wrote that Trudeau's

get to be public figures in the first place is that they are not without charm. Insisting, as a George Will does, that one must get in close to make those lovely, nuanced judgment calls is utter nonsense. I'm not interested in

setting the agenda; I'm merely reacting.

Q: You're all heart.

A: Actually, I'm all boy. If you think this business is fun, you're right . . .

Raves and rejections for area restaurants. . .

by Todd Feitelson

S Kicker's Roadhouse, 9017 River Rd., Marcy (Arterial to Route 49 West, three miles on right.), 736-2556.

S Kicker's is laced thick with atmosphere. From Charlie Pride playing on the stereo to the Texas dress of the waitresses, S Kicker's works at bringing out the cowboy in everybody.

Steak is why people go to S Kicker's. An all-you-can-eat sirloin steak dinner is $9.95, and on Tuesdays an all-you-can-eat sirloin and barbecued chicken dinner is only $7.95. You can really stuff your face. Included are warm, delicious dinner rolls with legendary honey butter, lots of salad and (what is steak without) a baked potato. The steak is sometimes good, sometimes not, but since it's all-you-can-eat, wait for that perfect piece of meat. The barbecued chicken is also excellent.

In addition, for seafood fans, S Kicker's offers a different Catch-of-the-Day each day.

There is a band every night beginning at 8:00 pm. Drinks are 2 for 1 on Wednesday and Thursday after 10:00 pm, and 2 for 1 Tuesday through Friday with a free taco bar from 4:00 pm to 6:30. There is a $1.00 cover charge if you don't eat dinner. All major credit cards are accepted, and because of the popularity of S Kicker's, reservations are a must.

□ □ □

No Regrets, Commercial Drive, New Hartford (Across from Sangertown Square Mall), 736-3023.

No Regrets is the place to go. Don't be fooled by the outside appearance, which is rather plain and unassuming. Inside you will discover that half of the building houses a bar, while the other half is dominated by a restaurant. It is more crowded than intimate, as there isn't much room in which to move; however, this only adds to the already casual atmosphere. No Regrets is filled with people who want to enjoy themselves.

The menu is simple and has much variety. There is a different special every night of the week and most entrees range from $3.50 to $7.00. A simple hamburger, at $2.30, may be the best selection. The thick and juicy burgers are served on a toasted English muffin. They are served plain, however, and if you want extra items such as cheese, bacon or lettuce, you will pay 50 cents extra per item. Roast beef, turkey, ham and corned beef sandwiches are available at $2.95. If you've got some money burning a hole in your pocket, try the Veal Marsala, or the daily special. It's bound to be worth the price tag.

To top it off, No Regrets offers a number of homemade desserts, including Boston Creme Pie, Apple Crisp, and a chocolate pie in a cookie crust with a name that will make French majors happy. Desserts range in price from about $1.50 to $2.00. You'll want to try two or three.

erican Express, MasterCard and Visa cards are accepted. No Regrets is open until 10:00 pm on weeknights and 1:00 am on weekends. Reservations are recommended, especially on the weekends.

□ □ □

Nash's Restaurant, 895 Bleeker St., Utica (One mile east of Genesee St.), 724-0032.

Nash's has a small following among Hamilton students which should, by all rights, get larger. It is inexpensive, good food. Entrees range in price from $3.00 to $8.00. Nash's specializes in veal dishes, and many pasta and some beef selections are also available.

Also Nash's may not be the place to go if you are in a hurry, the food more than makes up for the somewhat erratic service. The veal dishes are highly recommended, especially the wonderful Veal Piedmontese. Two large pieces of breaded veal are served in a wine sauce which can only be described as, if you'll pardon the cliche, out of this world. A salad is also included. For those allergic to veal, the pasta dishes are also excellent. The standard Italian desserts, Spumoni and Tortoni, are offered at 85 cents.

Nash's is open for dinner for

5:00 until 10:00 daily. Reservations are optional, and MasterCard and Visa are accepted.

□ □ □

Mama Nofri's Restaurant, Oriskany Blvd., Whitesboro. 736-2163.

Mama Nofri's is a piece of downtown Whitesboro located right in downtown Whitesboro. There is almost no reason to go here, unless of course you are curious about who the Whitestown Optimist Club has named as its "Student of the Month." The lucky high-schooler gets his or her picture put on the wall directly across from the country-and-western jukebox.

Mama Nofri's specializes in catering banquets for women's over-50 bowling leagues. Entrees range from $3.00 to $8.00, and the food can best be described as that of the greasy-diner variety.

Cash is accepted, and it is very unlikely that anyone has ever attempted to make a reservation.

□ □ □

Promenade Restaurant, 200 Genessee St., Utica (Located in Sheraton Hotel), 797-8010.

Sunday brunch at the Sheraton is a reasonable alternative to the traditional 25-mile trek to the Colgate Inn. The restaurant has the atmosphere of one of the nicer indoor shopping malls, right down to the piped-in music, and spring prevails no matter the weather. Brunch is buffet and costs $7.95, but caffeine junkies will pay extra for coffee. A champagne-and-orange-juice beverage is available for the elite at 99 cents.

Brunch includes everything from breakfast cereals to ice cream sundaes. There are rolls, bagels, six different types of bread, several types of danishes, a salad bar, breakfast selections such as eggs and (fantastic) french toast, lunch items such as stuffed shells, fresh fruit, a fruit salad with watermelon, layer cake and either roast beef or turkey, depending on the week. Everything is excellent, and needless to say, a light Saturday dinner is recommended.

Brunch is served on Sundays from 11:00 am until 2:30 pm. All major credit cards are accepted, and it is a good idea to make reservations ahead of time.

□ □ □

Wang's Palace, 24 Roosevelt Dr., Whitesboro (Three miles west on Oriskany Blvd. from Genesse St.), 736-0165.

Wang's Palace can best be described as a Chinese truck stop. From the greasy food to the diner atmosphere, the feeling is that of a thruway rest area.

The menu is similar to that of most Chinese restaurants. There are individual entrees, or for $6.95 per person you can order some from column A and some from column B. This is the most economical selection. In addition to one entree per person, included are an appetizer, a soup and dessert. The appetizers are egg rolls, crispy chicken, and fried wontons. They are all rather fair, and the frying process makes the chicken and the egg roll taste strangely similar. Three kinds of soup are available: wonton, egg drop and hot and sour. All are uninspired.

For the main dishes, it is difficult to choose anything beyond pepper steak, the house specialty. The lemon chicken is not bad, although nothing to write home about.

Wang's has an all-you-can-eat lunch buffet from 11:00 am until 2:00 pm Tuesday through Friday. The restaurant is open from 11:00 am until 10:00 pm daily. No reservations are needed.

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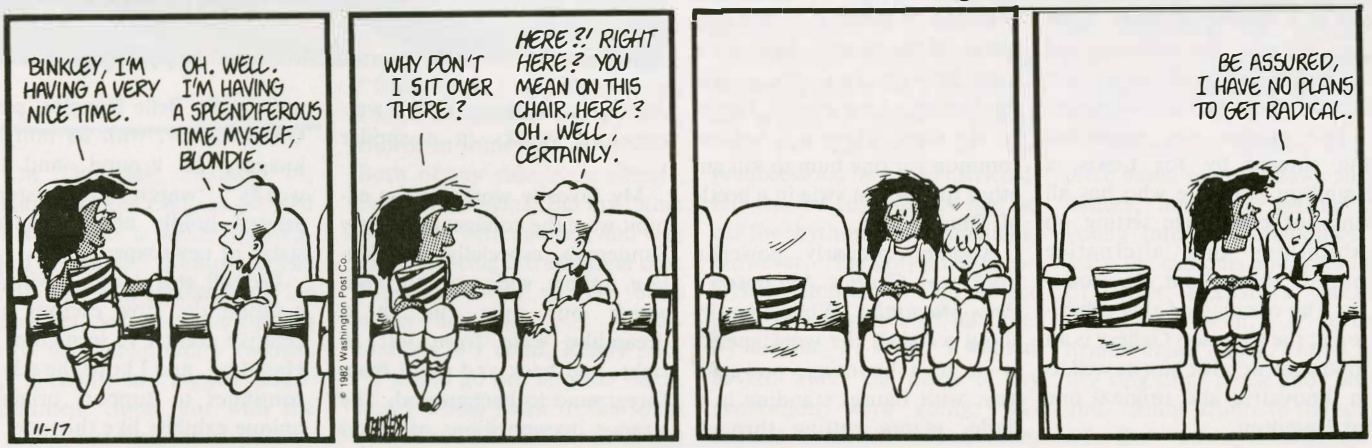
BLOOM COUNTY **by Berke Breathed**


BINKLEY, I'M HAVING A VERY NICE TIME.
OH. WELL. I'M HAVING A SPLENDIFEROUS TIME MYSELF, BLONDIE.
WHY DON'T I SIT OVER THERE?
HERE?! RIGHT HERE? YOU MEAN ON THIS CHAIR, HERE? OH. WELL, CERTAINLY.
BE ASSURED, I HAVE NO PLANS TO GET RADICAL.
11-17
© 1982 Washington Post Co.

The cross-cultural jungle

by Doug Hofius

The Regentrified Jungle opened on January 8 in the Emerson Gallery, and will continue to be shown there until February 12. The exhibit, while often cryptic, nevertheless reflects a rare drive and energy on the part of all involved in its installation.

The principle subject of this show is the interrelationship and assimilation of cultures, especially those of Africa and Europe. Starting with, and partially centered around, the wonderful Yoruba *Water Spirit Mask* — in which clocks and mirrors, elements of European experiences and power, were set— the show traces similar attempts to deal with these cross-cultural phenomena. The show was put together most skillfully, bringing together differing works which approach these phenomena in a number of ways, from the terrifying, the haunting and the mysterious to the satiric, the ironic and the outright hilarious.

This exhibit was assembled and curated by Joe Lewis, a Hamilton graduate who has all kinds of experience setting up exhibitions in "alternative spaces" throughout the country. The opening of this exhibition at the Emerson Gallery is an important step for him as well as an innovative and original one for Hamilton.

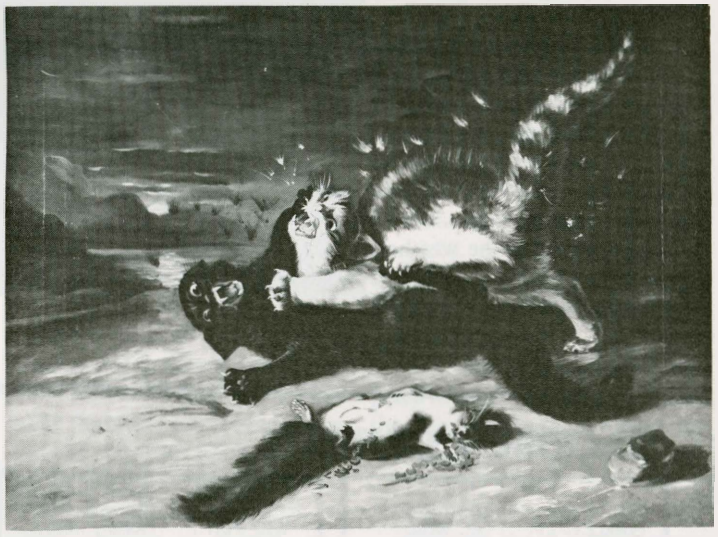
While most of the works are done by contemporary artists from New York and other major urban areas, a large number of the works, dealing with the same subject matter, are by older, more established artists, such as Laura Wheeler Warning, William H. Johnson, and John J. Audubon.

The opening of the exhibit was quite an event. Many of the artists came up themselves to install their works and attend the opening, with tape players blasting away, tie-dyed tablecloths and lots of people. If the pun may be excused, I would call the event most colorful.

The most disturbing and haunting work in the exhibit is *Two Cats Fighting*, by John J. Audubon. While nothing like his more famous paintings and drawings of birds, this shocking image of the deathly fight for a meal between two cats evokes the feeling of the ghetto, the city, the slum, where it is not uncommon for one bum to kill another for the last swig in a bottle of Thunderbird.

Another similarly powerful work was Charles Abramson's *Palo Mayumbe*. While literally about a ritual, the work speaks in its own haunting, powerful way, with figures standing in a circle, razors cutting through them, and the nut, the orb-seed-egg symbol, in the center.

The most popular works of the show were the ones which were funny on one level, yet at another level had a deep sense of irony, giving them a more serious air. Among these I would include James Hong's *Solar Electric Chair*, which came complete with designer leg and arm straps. Another good example of this type of work is David Hammons' *Preserve the Culture*, three mason jars of preserved watermelon. Coreen Simpson's *Color Photograph*, a picture of a black man in Al Jolson-like makeup eating watermelon, speaks in a similar voice.



My favorite works in the exhibit were the collages of Westly Sanderson, especially *Illumination,* a short, wide work through which our eyes run in a dreamlike state from left to right, and back and forth from foreground to background. The strange juxtapositions of forms in this work help to reinforce the fantasy-like quality of the collage.

Unfortunately, not every work in the show was this successful. Many of the works are entrenched in very personal imagery, and in so doing remain quite a mystery to me, and to others I'm sure. Alan Jacquet's paintings seem typical of this type of work. Similarly, Candida Alvarez' *The Star that Pushpinned the Sky* is a hopelessly mute composition, neither here nor there, trying desperately, but failing miserably. Another big disappointment to me was Ba Belle Dunglas' piece *Grandmother*, with its muffled imagery all around, and the words "watch your step" printed boldly above cut out strips of newspaper.

Overall, this exhibit is without a doubt the most exciting and creative event I've seen come to Hamilton, and I hope the school continues to support original, unique exhibits like this one.

Harjo and Bush

The Hamilton College community had the rare opportunity to enjoy an evening of poetry readings by two Native American writers. Joy Harjo and Barney Bush engaged their audience with poetic glimpses of America (particularly the American Southwest) containing both the clarity and respectful tone of two people who both love their land and understand the problems it is facing.

The two readers were introduced by Joe Bruchac, visiting professor of writing, who described them as his friends, friends closer to him "than a brother or a sister." This closeness pervaded the reading until a feeling of oneness, of unity, was felt by the readers and listeners alike. The thoughts, ideas, and concerns of Harjo and Bush are those of many women and men: hunger, the pollution of our air and water supply, the fellowship of all human beings, the discovery of one's inner self. Not preachers or protesters, the two poets reached out with their words, using language as the universal tool to communicate.

Joy Harjo took the podium first, launching into a diverse selection of readings from her most recent book and from new manuscripts. Most of her poems concerned travelling, be it by bus, car, plane, or on foot. In one poem, "New Orleans," Harjo laments the fall of her people, the Creek Indians, and the rise of the capitalists in America. The poet imagines DeSoto (America's first Midwestern businessman?) dead and resting in the mud of the ever-flowing Mississippi, where the Creeks supposedly tossed him 400 years ago. But the lavish, decadent life which the poet sees in New Orleans only assures her that DeSoto is alive and well, "drinking in a cafe on Bourbon Street."

Joy Harjo is a sensitive reader. Yet while her relaxed manner was refreshing, her unique reading style, which strictly stresed the rhythm of each line, seemed a bit exaggerated and distracted this listener.

"simple appeals for world unity and peace"

Barney Bush was a complete delight. Moccasins gently tapping his poetry's rhythm, body softly dancing to the lyric verse, Bush overwhelmed his audience with readings both light and somber, and always beautifully lyrical. In his poem, "Travelling Again," the poet describes a plane trip to Boston with the wit and wisdom of a seasoned traveller. From the woman whose "skis are in Guatalahara" to the expensive airport-lounge drinks, Bush sees travel as an adventure. These adventures provide the opportunity to explore the intricasies of human life, of time and distance, and how the latter influences the former.

Barney Bush read with conviction, speaking words that were coming from within, not merely being recited off a page. Bush would often introduce a poem by mentioning a political matter of importance to him, something affecting Native Americans or the world population as a whole. Like his poetry, these opinions came from the heart — simple appeals for world unity and peace.

The Native American has an important role in this country's literature, for this heritage is part of every American's heritage, and their voices, as the voices of Joy Harjo and Barney Bush evidenced, are voices to be heard, appreciated, and understood.

—Curtis B. Hane

Native poetry reflects American heritage

Maurice Kenny

On Thursday, January 13, Maurice Kenny came to the Red Pit to deliver a poetry reading. Half-Iroquois, Kenny draws upon the oral tradition of his ancestors, yet also manages to draw in contemporary themes. As a result, my biggest disappointment came, not with the reading, but with the surprisingly small amount of people (somewhere between fifteen and twenty) who had gathered together to hear this poet read.

In speaking of his development as a writer, Kenny stated, "From when I was about three, I knew I wanted to use my vocal chords in some way or another. Both of my sisters are singers, very good singers. But my father is an even better singer, and very close to being a traditional one. Especially with a few beers under his belt. . . ." A particularly shy child, Kenny said, "I would go out into the fields, and I would listen to the songs out there. I would try to mimic those songs, not bird calls, I mean songs. . . . And I began at that point to write the written form in my head to correspond to the music."

Academia, Kenny said, was preparing him to be a mechanic, not a poet. Prodded to imitate the pentameters of his predecessors, he felt constricted. His teacher told him he had no ear for rhythmn of the language. However, "[he got] hung up on Dylan Thomas. . . One of the great lyrical voices of all time. Of all time. . . Where I wanted to go, where the poets of my generation were going, was natural speech." And then, "What happened in 1957? Allen Ginsberg publishes 'Howl' and the doors are opened to us. We can put our fingers to the nose of academia, to academic poetry. We have a vanguard. We have a platform. And we're there."

Opening the reading with a piece based on a Mohawk social dances, aimed at getting the young into the longhouses to learn the customs and traditions of their ancestors, Kenny chanted: "listen. . . / drums drum/ dance dance/ rattles rattle/ sing sing/ pause and/ dance and/ drums drum/ to the song/ of the young/ warriors/

listen. . . / thunder thunders/ shakes/ thunder shakes the floor."

The words echoed through the Red Pit, through his small, but spellbound, audience. He had clearly proven his teacher, who said that he "had no ear for rhythmn," wrong. Kenny had earlier stated, "I didn't want to use words for words sake. I didn't want to build walls with words. . . . I wanted the sound to carry the meaning of the poem, and not the words." This poem, and the presentation of it, using to the fullest extent his rich, resonant voice, was an example of a poet fulfilling his own poetic aspirations.

"Kenny spoke of the stereotypes of Indians, and read poems intended to break down those stereotypes"

Throughout the reading, Kenny spoke of the stereotypes of Indians, and read poems intended to break down those stereotypes. One such poem played upon the belief that all Indians have perfect vision. Kenny himself wears glasses, and the poem got a chuckle from the audience.

However, I felt his strength came in his more lyrical pieces, particularly one entitled, "Wild Strawberry." He explained, "A couple of years ago I wasn't feeling well, and a friend brought me a basket of strawberries. I remembered picking strawberries when I was young. . . . Then I noticed a label on the side of the box which said these were picked in Mexico. People are dying so we can eat these terrible strawberries." The poem opened with a description of the "woody strawberries/ grown on the backs of Mexican farmers," then moved into a description of his own relation to strawberry picking of his youth, "my wild blood berries of spring meadows/ sucked by June bees and protected by hawks/ have stained my face and honeyed/ my tongue. . . healed the sorrow in my flesh," and finally, concluded with the lines, "I sit here in Brooklyn eating Mexican/ berries which I did not pick, nor do/ I know the hands which did, nor their stories. . . / January snow falls, listen. . . "

Kenny concluded his reading with a poem from his latest collection entitled *Blackrobe*. The collection is, as Kenny explained, "a departure from my usual style." He stated that he felt more comfortable with lyric poetry. However, this narrative collection was important to him as it helped him come to terms with and to explain to others, the role of Isaac Jogues, a missionary to the Onandaga section of the Iroquois tribe, the section of which Kenny himself is a descendant. As written in the preface to this collection, "It is commonly believed that missionaries upon contact were immediately poorly treated by the primitives'. . . . This gross defamation has been perpetuated by the motion picture industry, many historians and, I believe, the missionary groups themselves. . . . Knowing that each human being has a hint of the cosmos within him, someone who claimed to have a deeper understanding of this great mystery was respectfully listened to. . . .Isaac Jogues, as with his counterparts across this continent, was not driven off. He was listened to. The seeds were planted. The nature of the fruitation from that planted, and who exactly reaped the harvest is told clearly in Maurice Kenny's cascade of poems."

The poem, entitled "Among the Mohawks" is an ironic treatment of Jogues' perception of his own role in the Onandaga lifestyle. It also points to the mercenary intentions, along with religious pretensions, in Jogues' "mission" to educate and to save the souls of the Onandaga. Written in Jogues' voice, a few lines from the poem read: "Ambassador to the Mohawks!/ A grand title for one so humble./ Madame will agree. I bring peace/ to the breasts of these wildies./ Many beaver in the streams. The pelts will make handsome chapeaux for our French gentlemen and the grandees of China."

Kenny's reading, I believe, was appreciated by all who attended. It gave us an opportunity to learn about a culture, foreign to most of us, as well as to hear poetry which, I believe Professor Rosenfeld would agree, extends to great depths as well as breadths. Furthermore, rarely has Hamilton had the opportunity to listen to a poet who has such a facility for speaking the language. It is this last point which makes me feel that the absent students and faculty members missed a great deal.

—Miranda Kolbe

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Ralph Lee: Masks and Myths

by Tom Randolph

Ralph Lee, artistic director of the Mettawee River Theatre Company and a visiting instructor at Hamilton this winter, doesn't look very remarkable. His shaggy hair, beard and attire give the impression that he is wiser and more mystical than the rest of us — but he isn't at all imposing. He isn't big or six feet tall or anything like that.

Nevertheless, he has run the gamut of the theater arts field. From student to teacher, from actor to designer and director, and from conventional to experimental, he's done it all. Only one thing has stayed with him throughout his career: an obsession with fantasy manifested in the creation and implementation of masks and puppets.

"Puppets have been with me all my life," Lee says. He graduated from Amherst as a fine arts major with an emphasis in theater. He went to Europe the following year on a Fullbright Scholarship studying mime in Paris and at the London Academy of Dramatic Arts (LAMDA).

From Europe, Lee hit the pavement of the Big Apple, joining the leagues of thespians looking for a non-existent market. Lee found a few jobs in conventional theater, but paid his rent primarily by doing mask-making commissions for theater and dance companies.

An experimental company known as The Open Theater lured him from the boredom of the conventional stage. "I was fed up with the conventional theater," he says. "It just wasn't interesting. To be disappointed as well as poor is not at all fulfilling."

Lee was with The Open Theater from 1967 until 1973, when its director concluded operations. The ensuing twelve months provided a turning point for Lee. In the spring he went to Bennington to teach two semester-length courses — Mask-making and Performing With Masks. It was at Bennington that he met the future founders of The Mettawee River Theatre Company. That fall he organized a Halloween Parade — masks, giant puppets, and floats — in Greenwich Village, which is now an annual event that he still organizes.

While teaching at Bennington, Lee designed an outdoor show around his trademark. It was a big success which, as he says, "got me thinking." Six students he worked with that semester founded Mettawee after graduation as a conventional company, and the summer after Lee's first Halloween Parade, they called their former designer to invite him to join the company. He did.

The ambition, now achieved, of Mettawee was to bring good theater to rural areas of New York State where none existed. They have been operating out of Salem, New York, where they perform two or three shows each summer. For the past several years they have gone to New York City during the winter to perform one of their shows at the Washington Square Methodist Church.

In his position as artistic director, Lee designs and directs all the Mettawee Company shows — which means they all incorporate puppets and masks. Under normal circumstances, the use of puppets would limit production choices to fantasy. Lee adds, however, that the use of puppets can represent "a bizarre extension of our own reality."

"puppets can represent 'a bizarre extension of our own reality.' "

The Mettawee productions have so far been fantasy-myths and legends from various cultures. Their current production, to be performed at the Washington Square Methodist Church during the last two weeks of February and the first week of March, is *Taliesin*, a Welsh myth from both ancient and medieval times. It uses numerous masks and puppets, including one eight-foot device which Lee describes as "more like a giant costume."

One of his favorite productions is one he brought to Hamilton last year. Called *Popolvuh*, it is a Mayan myth in the production of which "all the elements came together very well to produce an amazing variety of dramatic events."

"Dramatic events" brings up another point. Using puppets and masks doesn't automatically constitute light-hearted entertainment. "We often depict earth-shattering or -creating events," Lee emphasizes.

The Mettawee shows are necessarily very portable. Small sets enable the company to carry their productions to New York towns up to four hours from Salem. In this way, they realize their goal of bringing theater to culturally-barren New York towns.

Ralph Lee came to Hamilton this winter term to teach his techniques, now combined into one course as the Theater Department's Winter Project. Students learn a simple technique for making masks, and then use their creations in improvisational exercises to see how they work.

Lee explains his mask philosophy in the following way. "Working with masks can be valuable for any performer. When working with masks, you're forced to use your whole body as an expressive tool. When you allow your mask to take over the performance, you are no longer responsible — rather it is the character of the mask that comes through.

"This makes the actor feel much more free because he no longer identifies himself with the mask. There's a sort of dual thing — the actor must suspend his disbelief — some part of you is always aware of the mask, but if you allow your mask to dictate what you do, you become less self-conscious. In many ways you can reveal more through your mask, and the puppets I use serve as extensions of the masks.

Lee has worked with masks all his life. No, he doesn't look very remarkable, but he is, in reality, quite astonishing. So perhaps, then, masks do what he says they do: "In many ways you can reveal more through your mask." By living with them, Lee has transcended the need for a physical mask — he instead lives accustomed to its function — and the mask he wears is what is so unremarkable about him.

Sportlight: Coach Tom Murphy

by Todd Danforth

It has been twelve years since Tom Murphy came to Hamilton after an outstanding high school coaching career at Bellville, N.Y. He has taken the basketball program from the rubbish heap and built it into a perenial national power in Divison III. Frequently ranked among the top 10 teams nationally, Hamilton, over the last seven years, has been one of the winningest teams in Division III, compiling a remarkable 147-34 (.812) record. In 1978-79, Murphy's achievements were recognized by the National Association of Basketball Coaches, who named him Division III Coach of the Year. As Associate Professor of Physical Education at Hamilton, Murphy assumed additional responsibility in 1979 when he was named Director of the Athletic Department. The Spectator *went and talked to Murphy about basketball and althetics on the Hill.*

The Spectator: Congratulations on your victory over Scranton. The team seemed to put it all together for the tournament (the Hamilton Invitational Tourney). How do you think the team has progressed so far?

Tom Murphy: I'm very satisfied with their effort, but I don't think they have played to their potential. We tend to too often play to the other teams' level or a little bit better. We're just getting used to having Charles (Robinson) back. It takes a while to adjust. With Charlie we're less of a perimeter shooting team — now we can go inside to him. But we will continue to improve.

Q: What was your first year in '71 like?

A: It was a humbling experience, but it was the best thing that ever happened to me. The team went 1 — 15, but I was proud of those guys; they worked hard and gave their best effort. The guys who played on that team probably could not play on a good intramural team here now, but they used all the ablility they had. The most important thing I learned is that the game is for the kids and not for the coaches.

Q: Has your coaching philosophy changed during the last twelve years?

A: No, I don't think so. I still stress preparation and hardwork. I think the game is a lot more fun for the players when it is played as a transition game. I don't want them to be robots; I try to give them as much freedom as possible on the court. The goals we set for our players are things they can carry off the court and with them the rest of their lives. I believe that success is the result of hard work and total effort both in basketball and in life. We're just trying to teach our kids things that go beyond basketball — we're trying to teach them something about life.

Q: How does this year's team stack up against your teams in years past?

A: This year's team might have a little more depth than the other teams and plus they're a much more physical team. But to answer your question, I don't know, I'll have to wait till the end of the year to answer that.

Q: How do you approach recruiting? Has the reputation of the school made it easier to attract talented players?

"We're trying to teach them something about life"

A: Basically we have two things to offer kids: a school with an excellent academic reputation and a highly competitive basketball program. The school's reputation does, of course, help, but our kids really sell the program. We look for kids who have the ability and the right attitiude. If a kid doesn't have the right attitude I don't want him. This school has a lot to offer the right kid.

Q: How pivotal is recruiting going to be this year with the loss of six seniors at the end of the season.

A: It's going to be important. We are looking for help, but our reserves have improved; These kids have come a long way. If we had to go with just these kids I would feel comfortable. Isaf, O'Neil, Reilly, Perez, McGann, these guys are going to surprise a lot of people next year. Sure we would like to get a couple of quality players, but if we don't we will be okay.

Q:The school's commitment to NESCAC has been the source of a great deal of controversy during the past several years. How difficult is it for you and our players to be among the best teams in the nation and not be allowed to go to the N.C.A.A. Tournament?

A: We try to set goals at the beginning of each year so that our kids have something to work for. We don't try to kid them, we tell them that as far as we can go are the E.C.A.C.'s. I try to schedule as many top teams as I can, so we would have some idea how we should do if we went to the N.C.C.A.'s.

Q: How do you feel about staying home and watching?

A: I don't like it. I'm going to continue to try to get it changed. I would like to give these kids a chance to bring a National Championship to Hamilton. I just can't understand their (the administration's) attitude. It is as if we have to apologize for achieving excellence.

Q: What's the administration's concern then? Does the faculty believe that fine academics and excellent athletics are not compatable?

A: I don't know. I just think that it would be a great experience for our players to go to a National Championship. Hey, it's another part of their educational experience. It's a chance that will only come once. Listen, Princeton and other Ivy League schools go to the N.C.A.A.'s and it hasn't damaged their credibility as academic institutions. How can you possibly justify allowing the swimmers and track people to go to the Nationals, while saying that we can't? I'm going to continue to fight it. I just don't think it is right.

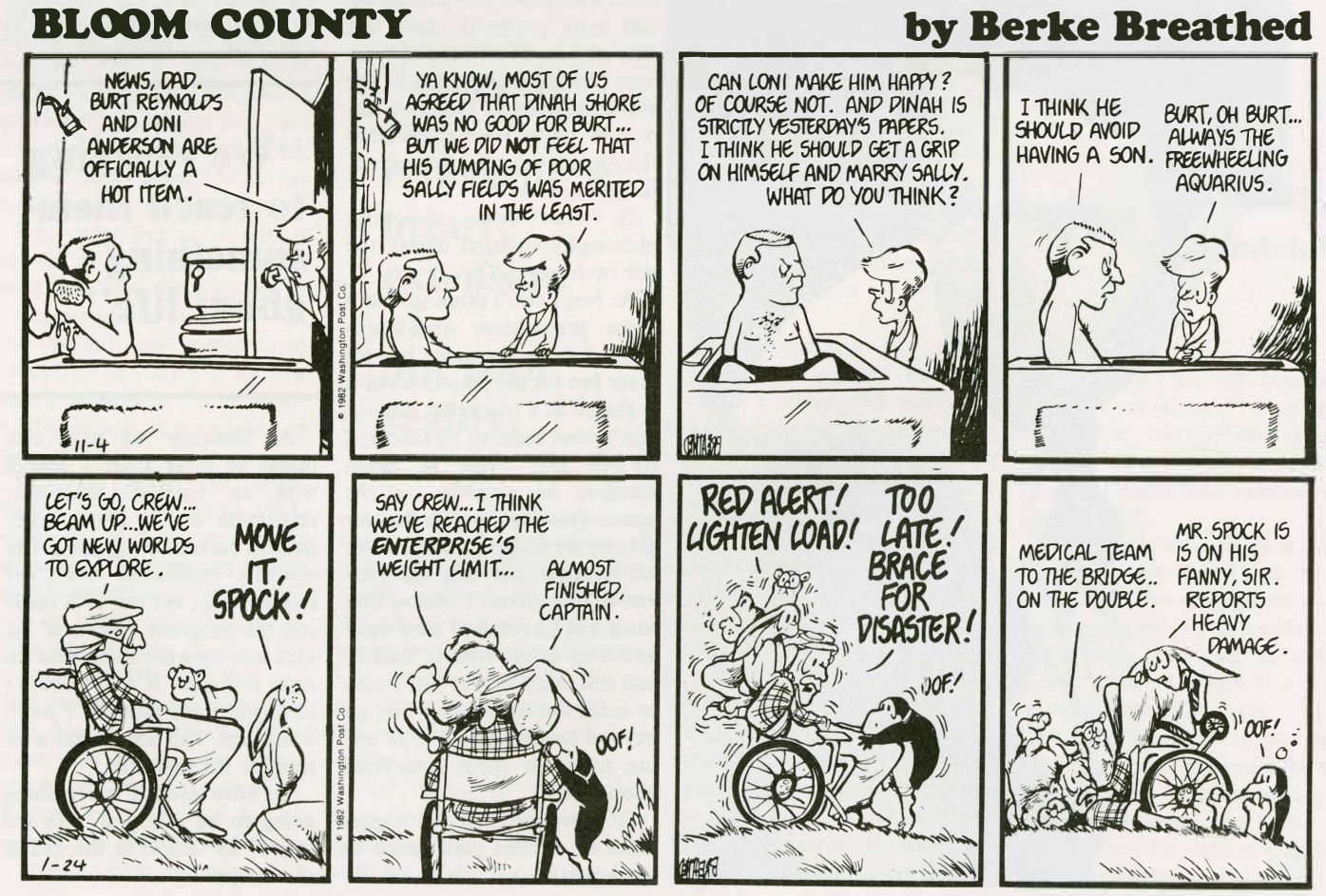
"It is as if we have to apologize for achieving excellence"

Q: Over the years you have developed a reputation as being very emotional on the bench, but during the past several seasons you seemed to have become more restrained. Has this been a conscious change?

A: No. I really don't think I've changed at all. The personality of the team dictates how you act. Some players need to be handled with a lot more care than others. You have to know when and who you can scream at during a game. Some players respond well to it, while others can't handle it. Getting back to your question, no, I don't think I've changed that much. It's just the teams have changed. My insides still churn during a game like they always have. The game is still fun for me. The day that it isn't anymore is the day I'll get out.

Q: What is the most important aspect of coaching to you?

A: Well, the most important thing to me is my relationship with my players. I just hope that I can help them learn something about life through athletics. The completion, not the result, is what is important to me.


BLOOM COUNTY
by Berke Breathed
NEWS, DAD. BURT REYNOLDS AND LONI ANDERSON ARE OFFICIALLY A HOT ITEM.
11-4
YA KNOW, MOST OF US AGREED THAT DINAH SHORE WAS NO GOOD FOR BURT... BUT WE DID NOT FEEL THAT HIS DUMPING OF POOR SALLY FIELDS WAS MERITED IN THE LEAST.
© 1982 Washington Post Co.
CAN LONI MAKE HIM HAPPY? OF COURSE NOT. AND DINAH IS STRICTLY YESTERDAY'S PAPERS. I THINK HE SHOULD GET A GRIP ON HIMSELF AND MARRY SALLY. WHAT DO YOU THINK?
I THINK HE SHOULD AVOID HAVING A SON.
BURT, OH BURT... ALWAYS THE FREEWHEELING AQUARIUS.
LET'S GO, CREW... BEAM UP...WE'VE GOT NEW WORLDS TO EXPLORE.
MOVE IT, SPOCK!
1-24
SAY CREW...I THINK WE'VE REACHED THE ENTERPRISE'S WEIGHT LIMIT...
ALMOST FINISHED, CAPTAIN.
OOF!
© 1982 Washington Post Co.
RED ALERT! LIGHTEN LOAD!
TOO LATE! BRACE FOR DISASTER!
OOF!
MEDICAL TEAM TO THE BRIDGE.. ON THE DOUBLE.
MR. SPOCK IS IS ON HIS FANNY, SIR. REPORTS HEAVY DAMAGE.
OOF!

Winter sports on the Hill

Men's basketball

Quality basketball has become a trademark of Hamilton College, and this year's team is certainly no exception. Thus far, they have compiled a 12-1 record and here recently ranked fourth in the NCAA Division III Basketball Poll. Their success can be attributed to a number of factors. The offense has been outstanding as the Continentals have five players averaging in double figures, led by senior co-captain Ron Evans with 18.3 points a game. Hamilton's defense has also been exceptional. They have held opposing teams to a mere 66.3 points a game while pouring in 80.3 themselves. Rebounding has been another key factor, especially since the Continentals like to run a fast break offense. Charles Robinson, Larry Kollath, and Evans all average over 10 rebounds per game.

"Quality basketball has become a trademark"

But the most significant factor cannot be realized in statistics alone. All season, coach Tom Murphy has turned to his bench to produce, and time and time again, they have responded. The return of Robinson (from academic probation) has helped tremendously. He was recently named Most Valuable Player in the Hamilton Invitational Tournament, scoring 28 points and grabbing 27 rebounds in the two games. However, freshman Izzy Perez, junior Bob Moore, and senior co-captain Bill Coen have also played prominent roles in Hamilton's success. "We have a lot of confidence in our bench," Murphy was quoted as saying. "We like to play nine or ten guys and that's to our advantage," especially in the Continentals' running style of play.

The scoring stats of the bench may not be all that amazing, but it must be remembered that their playing time is limited. Coen, for example, is averaging just under four points a game but in the recent game against Division I opponent Ithaca College, he came off the bench to score seven points in two overtime periods to lead Hamilton to a 64-62 triumph. In the same contest, Murphy called on Moore to cover Ithaca's top scorer, All-American Tod Hart, and confidently shut him down. Moore also has been an effective scorer, averaging nearly six points, along with leading the team in free-throw shooting (22 of 24, 92 percent).

Perez has looked impressive, although he plays behind three other big men, Kollath, Mark Burnham, and Robinson. Still, he has scored 41 points and appears to be getting increasingly confident. Murphy has also not been afraid to use sophomores Mark Isaf, Chris Reilly, and Gary O'Neil. The three simply need more game experience.

"It really is a pleasant problem,' noted Murphy. "I have difficulty finding enough playing time for everyone." Indeed, Murphy's ability to substitute freely gives Hamilton several advantages. Not only does it keep all his players well-rested, allowing the Continentals to run their fast break offense, but this depth keeps everyone out of foul trouble. Robinson has been particularly effective. His presence allows Murphy to rest any one of his three big men and not lose any talent.

This balance takes nothing away from the starters. Nearly every game has been a blow-out and they have yet to lose at home (16 consecutive wins). While their first three victories were not surprises, they were never even close. In the finals of the Hamilton Invitational Tourney, however, the Continentals proved themselves, knocking off ninth ranked Scranton, 98-80. Hamilton, avenging their only loss of the season, jumped out to a 20-11 advantage and never looked back. They completely dominated the first half, connecting on 55 percent of their shots for 58 points, 22 of which were contributed by the bench. Along with Robinson's MVP award, Bob Kiely, Evans, and Burnham were named to the All-Tourney Team.

Two days later, Hamilton went up against a tough Ithaca squad and held on to their poise to win in double overtime by two points. Along with Coen's key shooting, Evans tossed in 26 points and pulled down 16 rebounds. His explosive performance was especially timely as Robinson sat out the game with a knee injury and point guard Kevin Hayden was injured late in the contest. "The beauty of this team," Murphy explained, "is that we have so many good players that if one isn't playing well, another will pick up the slack." Indeed, anyone on Hamilton's roster is capable of doing the job. In fact, Evans, Kiely (13.8 per game) Burnham (12.8), Kollath (11.1) and Robinson (14.3) have each been leading scorer in a game at least twice. And Hamilton's first seven victories were without the services of Robinson. It seems, then, that Hamilton has the ideal "Team." "We're not a dominating team," commented Murphy, "but if we play well, we can beat anyone on our schedule."

Hoop Scoops:

Hamilton's backcourt tandum of Kevin Hayden and Bob Kiely continue to be the backbone of Hamilton's fast break; they have dished out 86 and 57 assists respectively . . . Hamilton has connected on 45 percent of their field goals while opponents have shot only 41 percent . . . The home crowds were certainly a factor in the Continental's defeats of Scranton and Ithaca. Murphy was understandably pleased, "It's always great to see an enthusiastic crowd."

— **John Webber**

Women's basketball

The women's basketball team has begun to demonstrate the form which last season propelled them to an 18-6 record and victory in the consolation round of the New York State Division III Championships. Wins over William Smith, Hartwick and Middlebury, combined with a tough loss to Colby, have raised the Continentals' record to 4-3.

On January 8th the team traveled to Geneva, N.Y. to face a graduation-depleted William Smith squad. From the opening tip-off the game was never in question as Hamilton jumped out to a 20-0 lead within the first few minutes. Mercifully, Hamilton coach Janice Savitz took her starters out early, but the Continentals proved too strong, obliterating William Smith 83-17. Despite Hamilton's extremely high point total, team scoring was remarkably balanced. First-year player Sarah Feyerherm led all scorers with 11 points. Co-captain Julie Chanatry chipped in 10 points and co-captain Jan McTiernan contributed to the victory with a Hamilton season-high 12 rebounds.

In what may be the most exciting contest this year, the Continentals edged Hartwick, the third-ranked New York State team, 60-59. After falling behind in the first half by as many as six points, the Continentals finished strong and took a 24-23 lead into the locker room. The second half began just like the first ended — with Hamilton playing aggressively on both offense and defense, preventing Hartwick from scoring for the first two minutes of the period. Steals by both McTiernan and Chanatry, combined with senior Kim Swank's aggressive play quickly built the Continental lead to four.

Hamilton, on the strength of Chanatry's 18 points, managed to stay in front by as many as seven points until slightly over three minutes remained in the game. Then, with the score 54-49, Hartwick reeled off six of the next seven points tying the score at 55-55 with only 1:34 on the clock. Rookie Ellen Bossert broke the tie for Hamilton as she converted on a tough shot from underneath the hoop. However, the Hartwick Warriors, led by Marybeth Rath's 17 points, came right back to even the score with only a minute remaining.

Hamilton responded by moving the ball deliberately around the perimeter, waiting for an open shot. But with 45 seconds, left, Julie Chanatry missed a jumper and Hartwick had the ball. The Warriors scored quickly, taking the lead of the first time since the middle of the first period, 59-57. With only 21 seconds remaining, Hamilton's inbound pass was intercepted. All Hartwick had to do was hold on to the ball to seal the victory. However Hartwick mistakenly tried to score on a difficult jump shot — the Continentals got the rebound and, with only 13 seconds left, quickly got the ball outside to Joan Randolph, who was fouled. Randolph made her first shot, but she missed the second shot, giving Hartwick the ball and a 59-58 lead. Upon inbounding the ball, Hamilton's Resa Alvord fouled the Hartwick ballhandler, bringing her to the foul line in a one and one situation with seven seconds on the clock.

"The difference is 'now we act, not react.' "

After missing the first foul shot, Hamilton ripped down the rebound, again clearing it outside to Randolph. Randolph, a junior, raced the ball up court before hitting Alvord with a long pass. Alvord then hit on a short jump shot with two seconds left, giving Hamilton a thrilling 60-59 victory.

On the weekend of January 15, the Continentals travelled to Williams to participate in the Molly Stark Classic, with Williams, Middlebury and Colby Colleges. Unfortunately for Hamilton they were pitted against Colby, which along with being Maine's state champion, possessed a 6'4" center whose 22 points per game average made her one of the nation's leading scorers. However, for most of the game it looked as though Hamilton could score another major upset, as they led at half 26-25. But in the second half Colby's height advantage proved too much for Hamilton, as Colby pulled ahead to win 58-52. Julie Chanatry paced Hamilton with 12 points, all coming in the second half. Colby's 6'4" center, Cross, led all scorers with 25 points.

In the consolation game Hamilton trounced a weak Middlebury squad 67-26. Senior Kim Swank led all scorers with 17 points and Ellen Bossert added 13 more to the Hamilton total. Senior Mary Sheehan pulled down eight rebounds for the Continentals as they limited Middlebury's leading scorer to a mere seven points.

One of the keys to the team's recent successes may be due to a change in attitude. Coach Savitz explains that the team is "more competitive. Early in the season we thought things may be easy. Now we play every game as it comes." Along with this change in attitude comes a change in defense. Earlier in the season Hamilton pressed only after a basket; now they press the entire game in an effort to force turnovers. The difference is "now we act, not react." The difference has proved successful.

— Eric Ebbert

Women's swimming

It is 7:30 a.m. — an hour that most of us feel belongs to milkmen and paperboys — and already a few swimmers have stumbled into the Alumni Pool to begin the first of two daily workouts. An unappealing way to begin a cold day during January Term? At 7:30 most of the swimmers would agree. Yet something keeps them coming back every morning, and whatever that something is, it's having a positive effect of the 1982-83 women's swim team.

Six meets into the season, Eric MacDonald's team sports a record of 4-2. With Williams and St. Lawrence, the two toughest opponents, having made their dent in this record, the expectation seems to be that the win column should predominate in the second half of the season.

While coaching a winning team is nothing out of the ordinary for Eric MacDonald, coaching a team as young as this one may be. Eleven of the 23 women on the varsity squad are freshmen — a surprising statistic in light of the fact that only one senior, Cathy Imboden was lost to graduation last year. Admittedly, Imboden's All-American status made her shoes hard to

fill, but the depth and quality contributed to the lineup by the talented freshman contingent is making her absence less noticeable than it might have been.

The freestyle events have been given perhaps the biggest boost from the freshman class. Kristen Peterson and Reenie Kinney launched a two-woman attack on the record books early in the season, Peterson snatching the titles in the distance events (200 and 500 yd. freestyle) and Kinney doing the same in the 100 yd. event. Combining their efforts with those of freshmen Chris Telfer and Kim Mitchell, sophomores Marie Figge and Meg Reilly and senior Alyson Lee, the Hamilton women have been a force to contend with in all of the freestyle events.

Strength in the butterfly events has been led by Meg Reilly and freshman Jenni Backman in the 100 yd. event while tri-captains Leslie Allen, Alyson Lee and Barb Smalley hold down the 50 yd.

Breaststroke, which has been for the past few years one of the team's strongest strokes, has been spurred by the continued success of juniors Betsy Bacot and Kathy Tegtmeyer. Welcomed additions are junior Lisa King, sophomore Beth Pfitzenmayer and freshmen Kristen Peterson and Jane Rayfield.

"The win column should predominate (this) season"

Cathy Imboden's presence in the backstroke events will be missed for quite some time. On the other hand, her graduation has provided the opportunity for some of last year's team members to try a new stroke. Junior Helen McGee has taken over much of the task but Beth Pfitzenmayer and freshman Mary Texido have also accepted the challenge, and the combined trio helps Hamilton to hold its ground in the backstroke events.

A bonus included in the freshman package this year is diver Elise Dingler. The Hamilton squad has been without a diver for a year but Elise's presence ends the frustration of watching 16 points slide away during the course of each meet.

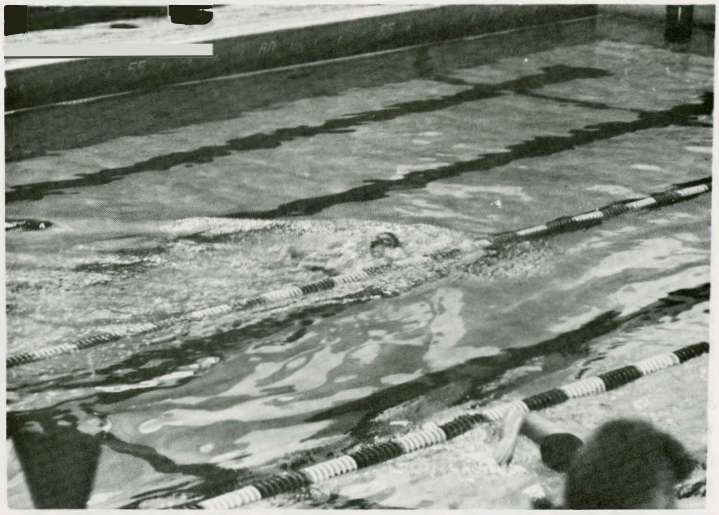
While the success of this year's team has a great deal to do with added depth, it has also profitted from two modifications in Coach MacDonald's training program. The greater change has been the incorporation of seven new Nautilus machines into the swimming program. Each swimmer is expected to use the weight training equipment two or three times a week. In addition, afternoon practice sessions have been lengthened from one and a half to two hours. The additional half hour, MacDonald stresses, is not used to increase yardage but rather to allow him to offer more attention to individuals.

The combination of training strategy and added depth have undoubtedly improved team performance, but in the process, some swimmers reported, team spirit and general morale have undergone a transformation. "The team seems more relaxed to me this year," one swimmer noted. "We have more fun. I think that because we have more confidence in our overall ability, it's easier to loosen up." This attitude — that of "loosening up" — seems to indicate acceptance of Coach MacDonald's philosophy: 1) swim within yourself, 2) let your stroke carry you, 3) bring it home in the end. With an attitude like this, how can they lose?

—Meredith Moodey

Men's swimming

Two years ago, five seniors and six juniors led the Hamilton men's swim team to an impressive 7-3 season. Nine new school records replaced their aged counterparts that year, as the Continentals, with five All-Americans, finished third at the state championships. The following year, All-American Palmer Lewis transferred to Norwich College, five seniors including three other All-Americans graduated, and Hamilton College experienced its first losing season in its sixteen-year history under coach Eric MacDonald. Individual performances remained strong; however, with nothing to show for a new pool but empty promises, recruiting was increasingly difficult. By the end of last year, it became apparent that the "big guns" of Hamilton swimming would not soon be replaced. This is the history behind this year's Hamilton swim team.



There are no senior and only four junior swimmers this year, yet morale is unexpectedly high. Outstanding personal performances by many underclassmen have turned what could easily have been another losing season into a winning one. Freshman Bill Ernstrom, for example, swims backstroke, butterfly, and freestyle, as well as the individual medlev. Sophomore Scott Brinitzer and freshman Mark Mullen have filled the distance freestyle events, while junior Burr Martin, sophomores Sherman Hall, Chris Soltis, John Smalley and freshmen Larry Towner, Peter Morgan, and Clint Shaw swim the medium range and sprinting freestyle events. The breaststrokers for this year are sophomore Bjorn Carlsson, and freshmen John Griffin and Bill McCormick. and freshman Larry Markowitz has replaced junior Bobby Lucas as the primary butterflyer. (Lucas left for Europe at the end of fall semester.) In the diving, freshman Peter Frankel and junior Dave Gordon have succeeded in taking first and second in many dual meet competitions. With the assistance of newly acquired diving coach Mark Randle, some feel that Frankel and Gordon have the potential to dive as well as school record holder and All-American Ed Ptak.

Hamilton's young team should also be aided by adjustments in the type of meets swum during the season. Coach MacDonald uses the analogy that each dual meet is like a lab which should primarily be used to prepare for the states. This year Hamilton has added three new invitational tournaments to its schedule. Two of these tournaments will be held at the University of Rochester using the same pool as the state tournament.

"Outstanding personal performances by many underclassmen"

The outlook for the swim team is good. The team will lose no one to graduation, but the return of juniors Tom Schoder, Nate Hyde, and Lucas from various parts of Europe will boost the number of next year's seniors to seven. They will be supported by a strong junior and sophomore class as well as

by next year's freshmen. It is, however, difficult to recruit freshmen swimmers with a pool which is twenty years outdated, so that the look of the next year's freshman class is always in doubt. This year MacDonald was very fortunate to get a sizeable number of freshmen swimmers, but three years ago he was not. The future of the Hamilton swim team in the following three to four years rests on future recruits.

—Jeb Beckwith

Women's hockey

Women's ice hockey was good before, but now they're even better. During January they compiled an impressive 3-1 record, boosting their overall performance to 5-1.

The women opened up on home ice against Skidmore where they skated to a 5-4 victory. Freshwoman Lee Dillenbeck contributed two goals and Kate Thomes added one. Leading goal scorer Maria Zizzi came up with two goals, including the game winner. Despite the victory, Coach Schoen was somewhat disappointed with the women's sluggish play and skated the team hard in hopes that they would be ready for R.I.T. the following Wednesday.

Fortunately, the early morning practices did pay off and the women took the Tigers by surprise, defeating them 3-2 in overtime. Kate Thomes kept Hamilton hopes high by tallying two goals, one in the last minute of play. Julie Fagan added the winner five minutes into the overtime period with a beautiful wrist shot carefully placed over the goalie's shoulder. The win, however, must be attributed to the outstanding talent of the goalie Vici Yelton who had an unprecedented amount of saves.

The women then travelled to Williams for the Molly Stark Tournament where they had an admirable showing. They faced off against Middlebury, a team who defeated the women last year 4-1. Hamilton accepted the challenge and despite a slow start managed to defeat Middlebury 2-1. Maria Zizzi opened the scoring in the third period with an assist from Julie Fagan. Middlebury then retaliated with a goal late in the third period. But again, it was Thomes with a fine effort scoring the winning goal in the closing seconds of the game.

Excited by the victory, the women looked forward to the finals on Sunday. Colby also earned a place in the finals by shelling Williams 21-0. Although awed by this score, the women were not intimidated. In fact, they were ready to take both Colby and the tournament. Challenges seem to be their forte. Unfortunately, the Hamilton winning streak was broken and Colby emerged the victor 4-1. Despite this defeat, the women were not disappointed by their play. The Colby team is a strong organization with a very competitive schedule. Perhaps the highest compliment the women have received came from the Colby coach after the game: "You have a super group of skaters here, skilled and determined. They can skate with any team they want." The women will test the validity of this comment when they meet Clarkson, a team ranked nationally in the top ten.

Certainly times have changed. Three years ago the women prayed for a goal, two years ago they hoped for a victory, now they expect no less than a win. How have the women come this far? Coach Schoen deserves a great deal of credit for the women's success. His enthusiasm and dedication are reflected in the team's play. Never before have the women attended practices on such a regular basis nor have they skated as hard as they have this past year. Obviously the extra effort has paid off.

The team's unusually small size is also a contributing factor to the winning season. With fewer skaters the women receive more personal attention and therefore have vastly improved their skills. A lifted shot is no longer a rare occurrence. Undoubtedly, the team still has room to improve; however, their play of late has been commendable and deserves recognition. So treat yourself and come watch the most improved team on the Hill.

Notes: The team is at home for their next two games on Feb. 9 and Feb. 17 facing R.P.I. and Oswego, respectively.

Men's hockey

Midway through the 1982-83 hockey season, Hamilton finds itself with a respectable 5-7 record. The Continentals have been brilliant in some games, Hobart and Cortland, for instance, but have been listless and inconsistent in others. Inconsistency is a problem that has plagued the Continentals for the last few seasons.

Hamilton's hockey team is packed with talent. High scoring junior Mike Marta is not exaggerating when he claims that when the Continentals are at their best, "no team can outskate us." The Continentals are in excellent physical condition and the roster is filled with quality skaters. When Hamilton is playing well, Coach Greg Batt says that "we take a backseat to no one." Batt asks for 110 percent from his players and when he gets it, they win. However, the third and fourth lines are still not settled and the team has found itself unable to "get up" for crucial games, such as Union and Potsdam.

The Hobart game earlier in the season is an example of the skill and intensity that the Continentals are capable of. Hamilton was coming off three tough losses and needed to prove itself. They displayed a "take no prisoners" attitude as they obliterated Hobart by the score of 10-1, with the defense allowing only fifteen shots on goal in the entire game. Goalie Mike Cassier was hot, but defenseman Monte Pooley was the star of the game, notching two goals and two assists while continuously stripping opponents of the puck. Carl Norbeck and Mike Marta added two apiece.

"Inconsistency is a problem that has plagued the Continentals"

Two nights later, Hamilton faced Wesleyan in Sage Rink. The Continentals burst out to a 4-1 lead before getting careless and having to settle for a 5-4 victory. This time it was Mike Marta who provided the heroics as he opened the scoring early in the first period and decided the game late in the third with an unassisted goal. Captain Pete Smith also played a key role by notching a goal and an assist.

Following the Wesleyan game, the Continentals were

faced with a three-and-a-half week layoff. The lack of competition took its toll as Hamilton came out flat against Williams. The Continentals blew an early lead and lost by the score of 8-4.

Two days after the Williams game, the Continentals faced RIT in what has turned out to be one of the most crucial games of the season. RIT is undefeated in ECAC Division II and is one of the strongest opponents Hamilton will face this year.

Mike Marta opened the scoring with his twelfth goal of the season on assists from Tim Fitzgerald and Pat Routledge. The "Canadian Line" of Marta, Fitzgerald, and Routledge has been the most productive for Hamilton thus far, accounting for 34 goals.

RIT then bounced back with four quick goals to make the score 4-1. The Continentals responded with four goals of their own, with John Kokonis putting Hamilton on top with an unassisted goal. RIT came back with another tally early in the third to tie it at five. Carl Norbeck then put Hamilton back on top with about ten minutes left in the game. The Continentals had a chance to put it away during a pile-up in front of the RIT goal in which the puck sat on the goal line for what seemed to be ten seconds. RIT managed to clear the puck and eventually went on to knot the score at six, sending the game into sudden death overtime. In an action-filled and tense overtime period, Hamilton turned back many RIT rushes, but came up empty as they were finally defeated 7-6. The loss was especially tough for the Continentals because star defenseman Bob Brown went down with a knee injury in the first period and will be out until February.

The next night, Hamilton took out its frustrations on Buffalo by defeating them 6-4. Then inconsistency struck again as the Continentals came out lethargic and unaggressive against Union and Potsdam, losing both of these road games, 7-4 and 7-5. Later that week, Hamilton bounced back against Geneseo as the Canadian line went wild, accounting for five goals and seven assists. Freshman Tim Fitzgerald notched his first hat trick and senior Mike Davicino turned away 32 shots in the Continental's 6-4 triumph. Geneseo is usually a very tough opponent, but Hamilton proved too strong for them this year.

Hamilton may have turned its finest performance of the year against Cortland at home Monday night. The defense didn't give the Red Dragons enough room to breathe and the offense scored at will as the Continentals rolled to an 8-2 victory. Mike Marta had a hat trick and Carl Norbeck added two goals of his own. Pete Smith, Dave Lahey, Monte Pooley, Bobby Howe, John Kokonis and Dan Capone also took part in the fireworks. Once again, Mike Davicino was tough in the net. Davicino has played well all year and sports a 4-2 record. Mike Cassier has the talent and experience to be an excellent goaltender but is off to a disappointingly slow start.

The defense, led by Pete Jones, has been strong all year. Jones improves every week and usually dominates the ice when he's in. He also leads the team in assists. Tom Duff, the most aggressive Continental defenseman, rarely gets beaten and is extremely popular with the Hamilton fans. Monte Pooley is playing well, and, like Jones, has been very productive offensively. Bob Brown was playing great hockey before his knee injury and Jeff Shutt has been excellent at times. Shutt played a great game against Wesleyan and should continue to improve. Junior Kent Sinson is recently up from the JV and, according to Coach Batt, has "already proven himself as a varsity competitor."

The offense can be unstoppable, especially when Pete Smith, Dave Lahey and Carl Norbeck are playing well. The first line of Fitzgerald, Routledge and Marta has produced in every game and Mike Marta could end up as ECAC player of the year. He has 24 goals and 13 assists already. Gary Kramer, Dan Capone and John Kokonis have used their skill and experience to produce some key goals. Bobby Howe has also played a crucial role with his ability to take charge in critical situations. Freshman Paul Falvey has a bright future ahead of him. He shows tremendous intensity and is a very effective penalty killer.

The Continentals are going into the second half of their season confident that they can make the playoffs. However, they are faced with a very tough battle. Their schedule includes such powers as Colgate, Holy Cross, Army and Oswego. The Continentals will also have to remain injury free. Injuries to Brown, Howe, Pooley and Sinson have hurt the Continentals throughout the course of the season. If the Continentals can remain injury free, increase their forechecking and keep up their intensity, they have a good shot at finishing high in the standings and with a playoff berth.

—Ed Fargis

Women's squash

Boosted by the return of Kate Wallace, last year's #1 player, the women's squash team earned an important victory over St. Lawrence University. The victory was decisive in the sense that it pulled the squad out of a four-game losing streak, thereby putting their record at 1-4.

Another factor in the team's first victory was the winning performance of Lisa Regan, the #3 seed. This win put her at 5 and 0 for the season.

On January 15th and 16th, the team ventured north to Queens University in Kingston, Ontario to participate in the annual Canadian-American Games. Six women's teams from North America competed, including Dartmouth, Vassar, Hamilton, McGill University, The University of York, and the host team from Queens University.

The International game is played with the International ball and scoring system. The International ball (or English softball) is relatively slower than the hardball used in the United States. The strategy is one of attrition and endurance as opposed to the faster American game. Hence, throughout the weekend, there were major differences and handicaps. As a result, the women's squad did not fare as well as they might have hoped.

As a team, the squad lost the first four matches against the tough Canadian and Dartmouth teams. Against Vassar, however, the team lost a relatively close match 3 to 2.

Aside from the somewhat disappointing team performance, some very inspired individual achievements were seen throughout the tournament. Kate Wallace and Susan Frey both won their respective matches against Vassar with relative ease in three straight games.

Mary Ann Shoenberger, playing an exhibition match at the #6 spot, won in three hard-fought

matches. Incidentally, this win was against the #6 player on the eventual tournament winning squad, The University of York.

The women's squash team gained invaluable match experience and confidence by playing in this, the first part of a two-part tournament series; the remainder will be completed at Dartmouth College on February 5th and 6th.

— W.H. Judson

Men's squash

If the identification of a team's weaknesses would result in their eradication, then the men's squash team would be having a fine season. Unfortunately, inexperience and lack of depth can be cured only through time and hard work. After losing five players from the nationally ranked team of a year ago, the squad is painfully acquiring the experience that should make them a fine team in the future. The team's mediocre 3-8 record is the result of having only two returning players, Tim Kent and Paul Robbins. Apart from these two (who are the number one and two seeds), the team cannot muster adequate middle seeds to compete against the teams with greater depth.

In January, the team has split two matches — beating Hobart 8-1 and losing to Rochester 7-2. In the Hobart match Hamilton totally dominated a hapless Hobart squad, losing just eight games in nine matches. Against the more experienced Rochester team, John Li, playing in his only match of the season, won 3-0 as did captain Tim Kent. The Rochester match was the only match of the entire season in which all three top seeds, Li, Kent, and Robbins played together. Since that match, Li has graduated and Robbins has inexplicably left the team. Added to the misfortune of not having their top three seeds intact throughout the season, an ankle injury to the #4 seed Mike Rothenberg has left the team with a group of very inexperienced players.

Coach Art Phillips knew that this season would be a major rebuilding year after the graduation of five fine players last spring. Last season's line-up of Bob Oberrender, Van Mount, Jim Martin, Phil Constable, and Peter Bernard (along with Li, Kent and Robbins) assured the Continentals of eight competitive matches in every meet. Replacing these five are seniors Dave Cannon and Dave Bradley, freshmen Mike Rothenberg and Thane Ryland, sophomore Bill Judson, and juniors Fred Pearce and Andy Friedmann who with the exception of Rothenberg play about equal games, but do not possess the skill of their more experienced opponents.

The five are not totally devoid of experience as Pearce played during his freshman year and Cannon played in the fall of 1981. The rest of the team has little inter-collegiate experience and this was evident at the Williams Invitational Tournament, their biggest test this season. In the 10-team round robin tournament Hamilton was 2-7 as Paul Robbins and Tim Kent posted 4-4 and 5-3 marks respectively, with #7 seed Dave Bradley and #8 seed Bill Judson were both 4-4, and #9 seed Bart Elsbach was 3-5. Although these five played well the team could not win consistently because of the hard luck of the middle four, Rothenberg, Cannon, Pearce and Ryland; who could win only six of their 32 combined matches.

"A major rebuilding year after the graduation of five fine players last spring"

Although the team will not attain its preseason goal of a .500 season, the future of the young team looks bright. Each player has improved on schedule, and the enthusiastic play of the entire freshman class will ensure a fine season next year. Before they will win consistently the team will lose many more matches against more experienced opponents. Happily, with a promising freshman class led by Rothenberg, Ryland, and Chris Muran, a junior who never picked up a racket before November, the team can hopefully attain the national status they enjoyed in the last two seasons. Coach Phillips realizes this will be a long and painful journey back to respectability so he has been patient with his players and has allowed them to come along at their own varied rates to insure none of them will lose confidence during these tough times.

—Mike McGuire

Winter track

Hamilton's 1983 track team boasts a good deal of potential talent and has demonstrated some outstanding individual performaces, but has not yet put it all together. After their second indoor track meet, coach Gene Long noted "If we just had a few more good runners in some of the important events, we could have a good squad."

Although the men's teams lost to Alfred College on the 19th, the entire squad had just four days earlier shown that it has some very good individual talent. For the men who competed in a quad meet with Williams, Union, and Hartwick, and came out 3rd overall, there were a number of standouts. In the 1500 meter run Peter Tortolani finished 2nd overall with a time of 4:02.19 while Mike Gilfillian finished 4th overall in the 400 meter dash with a time of 55:18. In the 500 meter run Jeff Pollock came up with 4th place finish and 1:10.99 clocking and Aeon Cummings came in 3rd in the 800 meter run. In the 1000 meter run Ken Berkes clocked 2:43.4 en route to a 5th place finish.

The field men also had some strong individual performances. Tom Lambdin won the hammer throw and Eric Goller took 4th place in the shot. Peter Sheehan took 2nd place in the high jump with a leap of 6'4". In the Pole vault Jon Red reached the 12'6" mark and picked up 4th place.

Hamilton was well represented in the jumps as Aean Cummings and Michael Brunner took 4th places. Cummings competed in the long jump and leapt 20'1" while Brunner sailed 40'1½" in the triple jump.

Finally Hamilton's relay teams also displayed top performances as the two mile relay team of Ken Berkes, Hugh Brady, Brian Sullivan, and Peter Tortolani took 3rd place with a time of 8:23.6.

The women's team also showed that it had some strong individual talent. Against four tough teams (Dartmouth, Hartwick, Union and Williams) four women in particular had excellent performances: in the 800 Margaret Devine finished 4th with a time 2:46.5 and in the 1000 Sara Miller finished 4th as did Lisa McGann in the 500. Martha Perkins picked up a 4th place in the 3000 with a 10:52.8 clocking. Finally the womens' relay teams did well in both the mile and two mile events. The womens' mile relay team of Carol Ruben, Chris Culver, Patti Meyer, and Loriane Syquia finished 4th with a time of 4:49.4 and the two mile team of Margaret Devine, Cindy Pensock, Martha Perkins and Debra Kliman finished 2nd with an 11:28.9 clocking.

With the addition of another week's vacation at the end of January, practice time, which is what the track team desperately needs, will be even more limited. However, Long is waiting on a number of younger runners to begin establishing themselves.

—Mike Brown

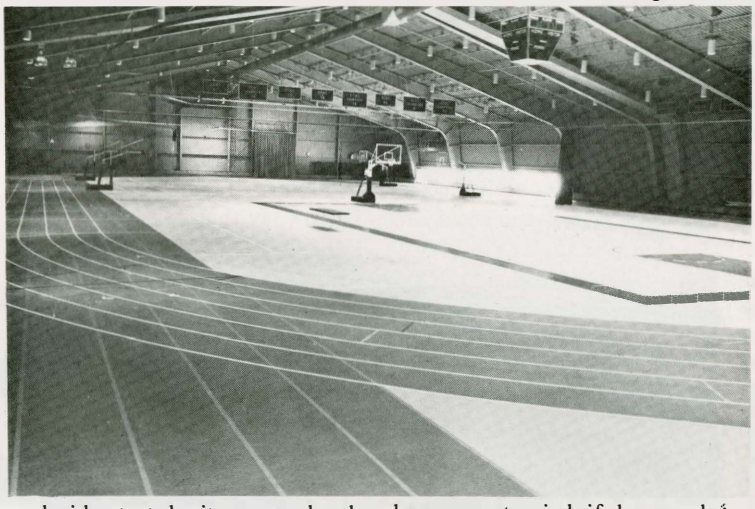
Tenure in the athletic department: necessity or luxury?

by Larry Goldfarb

Without question, tenure is the most important issue gripping young faculty at Hamilton. A positive decision for a professor usually elevates him or her to associate professor status and guarantees faculty membership until, well, until shall we say, "death do us part." In short, a tenured faculty member's position is a solid as the steps in front of the Burke library or as the foundation of the Bristol Campus Center.

Intuitively, tenure makes sense. A faculty member clearly needs the freedom to express views, write articles and criticize the administration if he or she believes that it will foster the educational experience of the students. Tenure is an obvious vehicle for warranting free and open expression. For example, the plethora of Vietnam demonstrations on college campuses around the country undoubtedly angered administrators, but although many of these were led by faculty members, mass firing was not in the offing. In the minds of most, these demonstrations benefitted everyone involved and definitely contributed to the end of the Vietnam travesty. Closer to home, in the late 1970's, the Root-Jessup Public Affairs Councils sponsored a lecture by William Colby, the former CIA chief. He was proported to have covertly ousted the leader of Chile, Salvador Allende. Prior to the lecture, a group of professors lead by Dennis Gilbert spoke on the Chapel steps about these atrocities.

While Mr. Gilbert was not a tenured faculty member then, he received tenure last year. Obviously, academic freedom has grown to be greater than tenure. It has become an attitude that surrounds the college. Nevertheless, I feel that tenure is an important part, or a necessary condition for, academic freedom. It does lead to a number of problems, nonetheless. What happens, for example, if a faculty member after being granted tenure decides to take it easy and only stay minimally effective? The administration argues that tenured faculty are driven by pride and their love of education. Moreover, prior to receiving tenure, the member must teach, usually for at least seven years, and in the process demonstrate a dedication to his or her concentration.



On the other hand, administration officials are not granted tenure. At Hamilton, they are generally given one year contracts and encouraged to move on after they have spent a number of years at the college. The argument here is that in order to foster a responsive as well as the most efficient administration, these officials must not become entrenched in a particular niche at Hamilton. One can readily understand the premise at work. If an administrator is allowed tenure, he or she could very well lose an excitement for the job and become a disinterested observer. Finally, people argue that an administrator's intellectual growth becomes stymied if he or she spends too many years at a particular job. There are lots of exceptions here, and some jobs, in fact, lend themselves to long tenures.

Therefore, where does the athletic department fit in these conflicting attitudes toward employment? The vast majority of colleges and universities treat athletic employees like they would administrators. Each is hired on a yearly basis and performance dictates job stability. Football coaches, as a case in point, are hired and fired yearly. For instance, Jackie Sherrill, a long time assistant and then the successful head coach at the University of Pittsburg was lured to Texas A & M by a multi-million contract. Hamilton College believes that coaches are teachers first and foremost. They must conduct physical education classes, advise students and perform other functions. Thus, coaches are given the title professor of Physical Education. Nevertheless, courses such as volleyball and raquetball are not given for academic credit.

Hamilton's attitude toward athletics is currently under review, but to my mind, the current policy has made a mockery of its well-thought-out policy toward faculty and the administration. As stated earlier, tenure is designed to foster free and open expression. Academic faculty members have an explicit responsibility to speak the truth whether or not it is controversial. Aside from an occasional outburst about the adequacy of facilities, the role of women in the athletic program or possibly the suitability of administrators to make admissions decisions, academic freedom is not an issue at the Alumni Gym. Coaches will act the same way without tenure as they do with it and unless they perform gross misconduct, they will not be fired. Incidentally, if a professor of English performs a gross misconduct, he or she will be fired.

I feel that coaches should be treated like administrators. Particularly in this profession, job security leads to disinterest. Intuitively, how can a coach be as excited about his twentieth con-

secutive season as he or she was in the fifth — there are obvious exceptions. Thus, I feel coaches should change jobs in order to retain their enthusiasm. Unlike academic professors, a coach does not write papers or lecture. A number of years ago, Sue Zawacki, a non-tenured women's basketball coach, moved to Amherst with an increase in pay and responsibility. She was a fine coach and an even better teacher, but one must wonder if she would have made the switch if she would have endured at Hamilton to receive tenure.

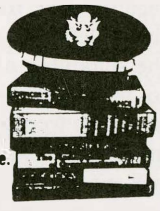
In addition, students change over the years. Few would contend that the student of the mid-60's is similar to the student of today. It is up to the administration to determine if a coach is able to communicate with the players. Clearly, in a profession where interpersonal understanding is so integral, a lack of communication can lead to a difficult situation for both the coach and the player. By tenuring athletic faculty, many of these variables cannot be controlled. The problems associated with tenuring coaches came into the forefront about five years ago. Don Jones had been Hamilton's football coach for years. As football became more advanced and diversified on the small college level, coach Jones was not able to relate to the situation. Recruiting diminished to a trickle every year as Hamilton, once a fine football team under Jones, became less and less competitive. The college was finally forced to but out Jones' contract for a large sum of money. Moreover, the situation was extremely messy and caused a lot of ill will. A look at the current football staff shows them working from dawn until almost midnight atracting talent.

Tenure also has the inverse affect. Because the college must consider tenure decisions very carefully, some very bright and qualified people are rejected. The way I understand it, departments are normally allowed a number of tenured people. An ideal department would have young and old permanent members. As the number of tenured people begins to grow, few new people can receive tenure. The athletic department has at least five tenured people — an inordinately large total. With this in mind, some years ago, the athletic trainer Al Nickerson was not granted tenure. Intuitively, it is easier to find a trainer than a winning football coach. Nickerson's record speaks for itself, but how can one argue that he needs academic freedom? How can one even consider tenuring the position of trainer? The college obviously reversed its position on the tenurability of his position. The situation might arise among the women coaches in the department.

The argument for tenure of athletic faculty seems to correspond with Hamilton's almost mythical attitude toward athletics. Persons charge that without a tenured athletic department, coaches' salaries will far exceed those of academic faculty members. Others say that coaches will be afforded special treatment and winning will become paramount. This may be hard for students and faculty to believe, but I don't see Hamilton turning into another Wichita State. Athletics are and will always be second to academics — that is the lure of the college. The college discourages advertising in game programs, it will not let teams compete in some post-season play and it consciously downplays athletics in its alumni bulletins. This is Hamilton College and I feel that, in some respects, it is a very healthy attitude.

I have learned that a review of the athletic tenure situation is underway, but it has received little or no publicity. I feel that it is in the interest of the Hamilton community to present this question before a student forum — an Ad Hoc committee or the like. Lively discussion, to my mind, is the avenue to take when determining a far-reaching policy decision on an issue of this magnitude. While athletics are not the most important facet of a college education, they can not and should not be treated lightly.

Learn To Lead



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Sightseeing in South America: an archaeological expedition

by Michael E. Barry

Some observers, like Donald E. Westlake in *The New York Times*, look at Belize in light of Guatemala's long-standing claim to the land it occupies and ask, "Will it be another Falkland Islands?" Some look at Belize as just another third world colonial creation. Some still call it British Honduras. I look at Belize as the most interesting, educational, and tiring experience I have ever had. Home to Hamilton's Macal-Tipu Archaeological Project and the six-week summer field school open to any Hamilton undergraduate, this country of 150,000 showed me the practical application of classroom learning in a distinctly different intellectual environment.

Belize (or "the newly independent country of Belize, situated in the heart of the Caribbean Basin," as it is described on the local radio waves) gave up the name of British Honduras and its status as a British colony on September 21, 1981. It sits on the southeastern part of the Yucatan Peninsula, bordering Mexico on the north and Guatemala to the south and west. And, despite popular opinion and the prevailing political situation of surrounding countries, it is one of the safer countries in Central America. A contingent of approximately 2000 British soldiers is stationed in the country until a native defense force can be sufficiently trained for national security. While the Guatemalan threat cannot be denied, violence within Belize and along the border is rare.

But Hamilton is not in Belize to study the effects of the British but the influence of the Spanish. Specifically, we wish to study the relationship between the Maya and the Spanish in the ancient town of Tipu. Three time periods are used when speaking of the Maya, a civilization whose achievements rival those of the Aztecs and the Inca. The Pre-Classic lasts from 2000 B.C. until A.D. 250. The Classic, A.D. 250 to A.D. 900 marks the pinnacle of the Maya. Unprecedented population growth, advances in knowledge, and trade expansion took place during this period. The Post-Classic is the period from A.D. 900 up to the Spanish conquest.

It is this time of Spanish colonialism that the project at Tipu wishes to investigate. The Spanish were resisted and thousands of Maya fled from the northern Yucatan to western Belize; Tipu was to benefit from this movement and soon became a trading outpost. The Spanish eventually reached Belize as they established a series of churches along the Yucatan, one of which is situated in Tipu. This Catholic church is contemporaneous with Maya sacrificial complexes; it is one of the crucial interests of the project to study the structure that would allow these opposing ideologies to exist side by side. Another of the project's main interests is to find out just how old the town of Tipu really is — we have evidence of occupation during the Classic period. But how far back into the Classic does the site date? It is questions like these that form the basis for the excavations at Tipu.

To reach the site of Macal-Tipu, one must travel cross-country on a variety of finished and not-so-finished roads to the western-most portion of Belize, a scant four miles from the Guatemalan border. Although the distance across the country is only about eighty miles, the trip can take three hours or more. After turning off the main road at a point between the towns of San Ignacio and Benque Viejo, there begins a journey along a road that can only be described as an overglorified foot path. In both rainy and dry weather the road is full of rocks and craters, making it, at best, an uncomfortable ride — especially in the back of a flat bed pickup truck. The journey continues through primary and secondary rain forests that contain some of the most brilliant scenery in the world. Several miles into the forest, overlooking the Macal River from its lofty position above the floodplain, is Macal-Tipu. Much of what once was the town is now grazing land for cattle; indeed, it is not unusual to be excavating a structure and suddenly notice you are literally surrounded by several heads of munching cows. But much of Tipu remains preserved, albeit somewhat decayed, beneath the many mounds that populate the landscape of the Yucatan. Due to the nature of Maya architecture, ruins are easily recognizable because soil accumulates such that it forms a mound shape. In general, the larger the structure, the larger the mound — what may seem like a small mountain might actually be a large ceremonial building.

The base of operations is a former farmhouse that serves as the quarters for the senior staff. It acts as a dining room, kitchen, library, and social center. The students and the junior staff stay in large tents and thatched huts in an area adjacent to the main house. The day would begin at 5:30 — by 6:30 we were at

Commentary

work in one of the four areas that comprise the operation of the project. Mapping is designed to expand our knowledge of the ruins and their relationship to one another. The lab, situated on the side porch of the house, is the final stop for all artifacts. The test-pit operation consists of a continuous sampling of structures that the project cannot fully excavate or does not wish to excavate. Two crews of people "sink" pits into selected mounds to determine the length of occupation of that particular structure and for the town in general. The fourth, and ultimately most important, operation is the actual excavation of structures. From these ruins and the artifacts obtained from them comes most of our knowledge of the town and its inhabitants. Most of the digging is conducted through the use of ordinary gardening trowels. After clearing the surface of a structure, it is divided into one by one meter units marked by white twine. Excavation begins in certain units depending upon our knowledge of previous sites and what is visible above the surface. Thus, rather than uncovering an entire wall, just the corners and a section of its middle are exposed. In this manner the desired information is obtained and the time saved used for another task.

The daily routine continued from Monday through Saturday afternoon. Saturday afternoons and Sundays were used for a variety of activities. Some struck out on their own and explored the areas across the river or in the surrounding mountains. Sometimes a group of us would go see the Classic ruins of Xunantunich or the caves of Pine Ridge in the north; but free time was most often used to sleep late, read, write letters, or play some frisbee. When the rains came, and the level of the river rose considerably, one of the more popular activities was to "float" down the river from a point about a mile upstream from the camp. After a month of doing some of the most strenuous and demanding work of our lives, it was the small pleasures that brought the most enjoyment.

Archeology relies upon an interdisciplinary approach for its information and research; without it, our knowledge of past civilizations would be based upon pottery fragments and ruins buried beneath the debris of centuries. Through the efforts of Hamilton anthropologists Robert Kautz and Grant Jones, the project has yielded information about all aspects of cultural and ecological life at Tipu. An on-site botanist is present in an attempt to reconstruct the surrounding floral environment; through an analysis of present vegetation and pollen samples taken from the soil at varying depths, she can reveal what plants were being used for what purposes and what the landscape might have looked like at Tipu during the Post-Classic. In conjunction with the botanical study is the geomorphological perspective. Combining facets of geography, geology, and soil analysis, among others, the geomorphologist uncovers the level, quality, and composition of the soil during the time period under scrutiny. But the most important process is the reconstruction of cultural life at Tipu. The resident architect, who works half the year at the Royal Ontario Museum's archaeological project at Lamanai, is also director of excavations. His expertise is used to determine the function of structures, the mapping of their architecture, and the best method of excavating them. The artist from Lamanai is also Macal-Tipu's artist; she sketches all structures in an attempt to render a portrait of what they once looked like. The same is done with pottery fragments that are in a sufficient state of repair to betray their original state. In the 1982 season, an osteological study was begun. Osteology, the study of bones, is a subdiscipline of anthropology that can reveal data about actual individuals living at Tipu. Under the direction of Dr. Mark Cohen of SUNY Plattsburgh, the Christian burials beneath the church were unearthed. Although the analysis is still continuing, when finished these remains will reveal diet, incidence and types of disease, and lifespan of Maya at Tipu and in Central America.

Fieldwork is an all-encompassing experience. Every part of your being is constantly tested and persuaded to become more flexible and tolerant. Your body must adapt to a different physical environment; your brain attempts to absorb an immense amount of knowledge, complete with its own techniques and methods of gathering data; and your consciousness must adjust to those who are different from yourself — not only those in the country but also those participating in the program.

Like all good archaeological research, the Macal-Tipu project has raised many more questions than it can answer in just one season. Each season is an attempt to answer old questions and deal with new ones. I will return to Tipu this summer in order to find some answers to some of these questions. Grant Jones said it best: "The work has just begun."

BLOOM COUNTY **by Berke Breathed**

GOOD EVENING. FRANK REYNOLDS FOR ABC NEWS. FOR TONIGHT'S TOP STORY, LET'S GO RIGHT TO SAM DONALDSON AT THE WHITE HOUSE... SAM?
10-25
© 1982 Washington Post Co.
♫ OH FRANK, GIMME DEM OL' HAPPY FEET... OO BOP-ALOO-BOP! WANNA SHUFFLE ON DOWN PENNSYLVANIA STREET! BOO-BOP-A-LOP-BAM-BOOM!
TAP TAP TAP TAPPITY TAP.
I THINK SAM HAS FREAKED OUT.
FOLKS, EVIDENTLY SAM HAS FREAKED OUT.

The Hamilton College Civil War

by Jimmy Olsen Windolf

Willow Space and her partner-in-love Midnight Simpson, a couple of Kirkland campus residents, were playing lutes to accompany Willow's high soprano voice in an attempt to get in harmony with the setting sun.

Crass Wesley and his three buddies, all Stryker campus residents, were atop their fast-moving black BMW motorcycles, turning not too far from Willow and Midnight. Crass fell off of his machine, causing his right hand to get caught between the spokes of his front tire. As a result, his hand was detached from his wrist. He and his friends marvelled at the bloody hand reddening the snow, and had a hearty chuckle. "Apathy!" cried Crass, and they rode off toward the lute-playing picnickers.

Willow subconsciously sang more loudly as the roar of the motorcycles neared. It was an original song, with this refrain: "Sunlight on your tongue/ Brings to mind natural psychedelia . . ." When she finished the next verse, the guys on the roaring cycles here right behind her. "Demolition!" they all wailed.

Willow did not notice them.

Crass reached out to grab Willow's lute with his right hand, but noticed that all he had was a blood-drenched stump. "Gimme yer lute," he snarled over the growl of the bikes. Willow turned aroud. "Here," she said cheerfully, "do you play?"

Crass took the instrument — with his left hand — and ate it in twelve seconds flat. He found the strings a little too tough. He glared at Willow. "Are you into avant-garde expressionism or something?" she asked. Midnight cleared things up for her. "Willow, they're from . . . the Stryker side of campus!" "No," responded Willow, horrified.

"Waaaaarrrr!" howled Crass.

"War," laughed Willow, "but we've just met! Have some tofu with us; I've never met anyone from the Stryker side before."

Crass picked at his stump and grinned.

Midnight, a History major, explained something to Willow. "Willow," he began, "I'm afraid that it's plain that our two campuses have come into a major ideological conflict. It has been building for a long time. Such conflicts throughout the history of Mankind have always brought on war. I'm sorry."

"War," whispered Willow. And she began to compose a song in her mind.

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Rock Baboon was sitting at his usual seat at Commons that evening, tearing at some raw hamburger meat with his teeth and dirty fingernails. He did not suspect that only twelve hours later he would be lying in a snowbank outside of ELS, his hands red and numb, his state stunned and weary . . .

Meanwhile, Leary Peace was sipping a coffee cup full of blue cheese dressing at McEwen, writing a letter to his congressperson concerning equal rights for homosexual horseshoe crabs. Little did he suspect that in twelve hours he would be twitching and purple outside of ELS, clinging to his cold metal peace-sign medallion, crying. . .

This unsuspecting attitude of Rock and Leary was all the pair had in common. You see, the two existed in different worlds, separated only by a thin strip of tar known as College Hill Road. These two worlds would soon be at war on either side of this strip.

Rock lived on the Stryker side, in a murky room atop a fraternity house, spending his time quaffing beer and lifting weights. And Leary lived on the Kirkland side, in a tent outside Major Dormitory, spending his time embracing nature, getting in touch with himself, and, of course, strumming the lute.

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At 6:12pm, most people eating at Commons were too busy complaining about the food to notice the four motorcycles tear recklessly through the hall. Crass eventually got their attention. "Uuuuh," he began, "we're gonna have a little war with the Kirkland side tonight outside ELS. Do you think most of you guys could make it?" Everyone went back to complaining about the food. Crass thought for a moment, and announced, "There's gonna be like sixty-three kegs." From the following silence emerged hundreds of mutterings of the word "key."

Crass smiled in triumph. He went to push back his hair with his right hand, but remembered its absence. Rock Baboon wondered what an outdoor party would be like in winter.

At McEwen, Willow and Midnight entered, head hung low. Everyone else there noticed that something was the matter immediately. Willow cleared her throat. "These men from the stryker side of campus ate my lute and declared war on us," she sobbed. Their fellow Kirlande looked at their feet. "We can't go to war," pointed out Leary Peace. "It's highly immoral." After four hours of civilized discussion, they all formed a plan.

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Crass and his buddies had tapped the sixty-third keg. Rock was there along with his favorite

barbells. Six girls were there, waiting for something to happen. And that was it for the Stryker side. Since dinner most people had forgotten about the war party, for Carnegie was offering a stair party featuring sixty-*four* kegs.

Crass pointed across the street at a bobbing orange glow approaching from the Kirkland side. He grunted. "Grunt," he said.

The Kirklanders were nearing, holding candles, and singing "Truckin," the only song they all knew. They lined College Hill Road and swayed. They were naked.

"Jesus Christ," cursed Crass.

"Wat are we gonna do?" asked Crass' sidekicks.

"I suggest drinking heavily," motioned Rock, and he drained a keg, mouth to tap.

Crass packed a snowball, and his buddies did the same. "Throw!" he commanded. They threw. One snowball snuffed a candle. Three others hit human target.

"This is mega-dull," complained one of the Stryker girls present. "Let's head for Carnegie."

"Throw!" shouted Crass. Again they threw, with success. Not one Kirklander moved, except for Leary, who proclaimed, "War is Hell!" and tried to drown himself in a snowbank, where he would remain until dawn. Rock sucked down another keg. "Excellent party," he said to one of his barbells with a sly wink.

Crass and his buddies launched four more rounds of artillery. Crass was angry; the Kirklanders were steadfast in their passive resistance. "Come on, you flakes!" he taunted. "Fight fair. Cut out the corny peace stuff. Christ."

Rock burped and pointed to his left. "Invasion!" he yelled. A hundred Bundylanders were cross-country skiing up the hill with laundry bags on their backs. "Is this where the cross-country laundry party is?" asked one.

Rock thought, and answered. "Cross-country laundry party? Hmmm . . . Oh yeah — that was last year! Excellent party," he added. "You guys really missed out."

"Nobody ever tells us anything," said the Bundylanders in unison.

You guys from Bundy or something?" asked Rock.

"Yeah."

"I heard about that place. Have a few kegs."

The Bundyland Hundred tried to maneuver itself toward the kegs most of its members falling on the street in the process. Crass was annoyed and cold.

"Would you clowns mind getting outta here," he pleaded. "I'm trying to have a war here, okay?" He threw a snowball at no one in particular. "I'm going to Carnegie to be crowded." He left with his contingent. "Christ," he said.

By that time Rock did not notice that it was forty below. Certainly the naked Kirklanders did. "Let's have an all-night vigil," proposed Willow. Everyone agreed. Leary screamed something about war being Hell from within the snowbank. The Bundylanders had managed to contort themselves into a human knot. It would take the Hamilton Physics Department five days to untangle them.

Rock drank himself sillier, and lay down face-first on a snowbank. Willow's favorite original song, "Peaceful Teddy Bears With Twigs in Their Eyes on LSD" served him well as a lullaby.

An activist?

by Helen Davis

Even Humphrey Bogart, or I should say "Rick," in *Casablanca*, became an activist instead of a bystander. Can anyone be an activist? Rick was a powerful man who could have helped the war cause for either side, and finally did when he chose to. One could say that the potential to take risks for a cause was in his personality.

People cry that there are always issues, there are always risks. "Do something, or civilization will stagnate. Organize. Act!" Rick had that potential to do something. Do I? An activist must be strong enough to lead, to ask for the confidence of many people. Being active means being definite; sticking to your beliefs under public scrutiny. An active person is public property that is supported, but also devoured by individuals.

Some people might not have the potential to lead. They must be supporters, if they think the cause is important, and let the leaders carry the banners and organize the events. What about me, and everyone else, who is on the borderline between the leaders and the followers?

I can be a catalyst. If a writer is good, she can have a lot of clout. Literature can change ideas and move people to action. I can inspire or anger people until they do the work that I say I cannot do. The catalyst causes a reaction that provokes the do-ers. Yes, I am needed: my function can be the force that tips the balance.

It is easy to rationalize my passive position that way, but behind the potential power of writing, or of supporting, to avoid getting involved? Do those people write and fulfill the function they have carved for themselves? Do people who have rationalized support as an escape route actually give any support? Writing is powerful, and support is necessary, but only when it is acted on.

Wait: Then let me develop my opinions until I am sure of them, until I have learned enough to make a good judgement. Give me time to figure out my ideas.

Time. By the time you are confident in your beliefs, it will be too late. Time will have passed, and the crucial turning point will have gone by. People continue to learn and are constantly changing; a person will wait forever if she or he waits until personal opinions have solidified. A person who is willing to wait until then is implying that everything that person thinks and feels now is worthless.

That isn't true. My opinions are valid. I said I need to know more before taking a definite stand.

In other words, you don't know enough now to have any opinions.

Maybe, like other people, I really don't know enough, or maybe I don't have the courage to be a social activist. Let us remain under our illusion that we can be catalysts should we choose to be. This spring I am going to write children's stories, and next year I hope to be teaching third graders. Maybe the year after that, or the year following that one, I will be ready to support someone in a cause or fulfill my function as a catalyst for the do-ers. Until then...

Individualism and the self-destructing student

in•di•vid•u•al•ist *n* 1: one that pursues a markedly independent course in thought or action. 2: one that advocates or practices individualism.

in•di•vid•u•al•ism *n* 1: a doctrine that the chief end of society is to promote the welfare of its individual members.

Individual expression is one of our most important rights. The freedom to be different — and to express ourselves as singular, distinct individuals — is guaranteed to all of us. This right, however, is often taken for granted and used to justify destructive or self-indulgent behavior. The responsibilities inherent in whatever freedom of expression we possess are too often ignored, most noticeably when the rights of the individual come into conflict with the equally important rights of the community.

Individualism becomes destructive when the same rights of others for individual expression are neglected. Although whatever sense of "community" that exists at Hamilton is intangible, a sense of responsibility to the community directly affects the limitations we place on our own behavior and the respect with which we treat other people. Without any social consciousness, we become self-indulgent and selfish. The attitude of "I'll do whatever I want to do and you can't tell me otherwise," and "I'm right and you're unenlightened" prevails.

The most tangible examples of this type of destructive individual expression are demo, theft, and verbal and physical harassment. Whether it involves destroying a pay phone, vandalizing an office, or playing one's stereo at full volume at 2:00 am, the rights of others are obviously being violated.

There are, however, more subtle examples as well. The individuality of others can also be minimized by intolerance, prejudice, and stereotyping — not even attempting to understand another person. Stereotyping is one of the subtlest and most prevalent means of mitigating another's individuality.

We all have some kind of campus identity based on whom we associate with and the activities and studies we participate in. We tend to group people of a similar 'type,' sometimes disparagingly. We are all guilty, to some degree, of judging others solely on the basis of our preconceptions of them, and dismissing their singular identity in the process. Some of us choose to be associated with certain groups, but we do expect to lose our individuality as a result. The fact remains, however, that although two or three or a hundred people may have something in common, everything else about them is dissimilar.

It is important to retain our right of individual expression, and it is equally important not to forfeit the rights of others in the process. A balance between individual and group concerns must be attempted. Perhaps if we begin to respect and accept our differences and our similarities, a sense of "community" *will* become more tangible and the expression of individuality will no longer run the risk of destructiveness.